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AUTHOR Kavanagh, Kate
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ABSTRACT

These three guides provide information on the third module of an early intervention program for at-risk kindergartners who show the early signs of antisocial behavior patterns. The third module of the "First Steps" program is a six-week home intervention component that instructs parents in skills for improving their child's school adjustment and performance. The Home Base lessons cover six interrelated areas that promote school success, including listening, enjoyment of learning, following directions, getting along with others, being self confident, and problem solving. A consultant explains, demonstrates, and practices with the parent during home visits. Parents are encouraged to practice skill building activities for 10-15 minutes as often as possible during the week and are able to ask questions and receive additional suggestions and support during brief, weekly, follow-up telephone calls from the consultant. The parent handbook answers questions that parents may have about the intervention, describes the lessons, and provides checklists for child evaluation and self-evaluation. The Home Base lesson guide contains parent help cards to be used by parents for each lesson. The consultant handbook provides step-by-step instructions for each lesson for consultants who are helping parents implement the home intervention program. (CR)

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First Steps Home Intervention Module:

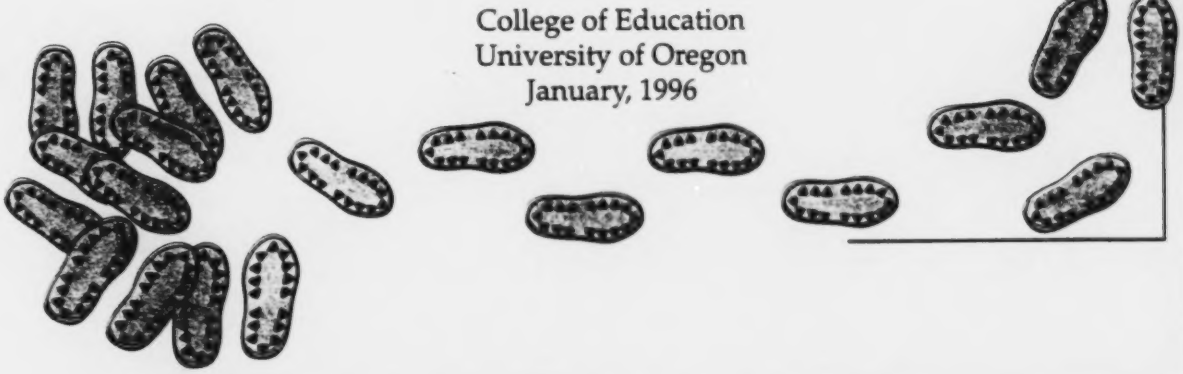
Home Base Parent Handbook

Prepared by
Kate Kavanagh, Ph.D.

A Component of the First Steps Program
An Early Intervention Program for Antisocial Kindergartners

Hill M. Walker, Ph.D.
Director

College of Education
University of Oregon
January, 1996



EC 305560

homeBASE

In-home steps toward School Success
Kathryn Kavanagh, Ph.D., Oregon Social Learning Center

homeBase is the in-home component of First Steps. It is designed to complement the skills your child has been working on in the Class Program.

This is a brief child focused program designed for parents to use at home. It teaches parents' strategies for helping children practice skills that will improve school adjustment. The lessons are designed for daily home implementation and offer a fun learning experience for parents and children.

The content is presented during a series of short home visits over a six week period. Lessons include information and skill on: **listening, enjoyment of learning, following directions, getting alone with others, being self confident, and problem solving.** A consultant explains, demonstrates, and practices with the parent during home visits. The parent(s) are encouraged to practice skill building activities for 10-15 minutes as often as possible during the week. Parents are able to ask questions and receive additional suggestions and support during brief weekly follow up telephone calls from the consultant.

The program goals for:

Parents- learn the skill, provide daily practice, reward child practice.

Children- learn the skill, practice.

Teachers- know the skill, praise examples, give feedback to the parent.

Following the six week skill building program, we recommend that parents have the opportunity to meet in a group.

This allows them to discuss successes, trade ideas and plan strategies for problem areas. Groups can also focus on successes and difficulties in home-school collaboration.

PARENT INFORMATION

Kindergarten presents a child with new adults, new rules, routines and expectations, and a whole new group of friends. Going to school and learning should be pleasant, make a child feel good, and put a smile on his or her face. Before this can happen a few basic skills need to be learned - listening and cooperating with the teacher, following school rules and getting along with other children.

Each family has its own routines and ways of doing things. However, schools and teachers usually require that all the students in a classroom behave similarly. Children grow and learn at different rates and some are more ready than others to make the changes school requires and/or adjust their wants and needs to the group.

Parents are childrens' primary teacher and most important resource in handling new challenges. When teachers at home and school work together to help a child develop the basic skills, amazing things can happen.

Welcome to homeBase, an in-home skill building program for families designed to follow the Class program at school. homeBase offers parents and children six steps toward good kindergarten adjustment. Success NOW helps a child with later school successes and believe it or not --long term successes in life.

Goals of homeBase:

-To increase childrens' school success skills

-To provide suggestions for daily practice of skills

-To support a strong partnership between parents and teachers

ANSWERS

(to some questions you may have)

Why try the program? It's a common idea that children usually outgrow problem behaviors. It may be difficult to look at your child now and imagine that how he or she is adjusting to kindergarten can influence: future job opportunities, the friends they have or how they will eventually raise their children. However, twenty five years of research on children who have difficulties meeting the challenges of school has shown a strong relationship between learning to adjust to the rules, routines and requirements of school life and the ability to meet the rest of life's challenges.

What does the program and practice do? Both the Class program and homeBase offer a child attention for positive behaviors. Specifically, these lessons are designed to improve a child's cooperation, self control and feelings of self confidence. For a child who is experiencing problems, school can quickly become a place where: you are getting in trouble, other kids don't like you, and you don't seem to be having as much fun as the other kids. Parents and children working together can develop the skills to make learning and going to school a positive experience.

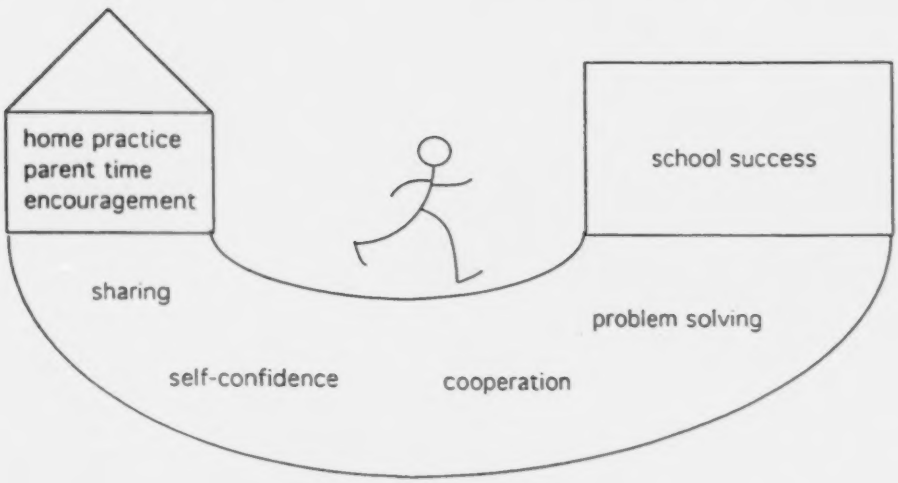
How much time will it take? There is a short weekly meting with a First Steps Consultant in your home for 6 weeks. Each lesson suggests brief practice activities to try out during the week with your child. The activities are designed to offer positive and fun ways to help you child improve school skills. Following the six week program, there is an opportunity for monthly parent meetings to facilitate continued practice of skills and to problem solve new challenges at kindergarten and at home.

How does it work? It works through your time and energy. We know that working at home on sharing, listening, cooperating and self control improves behavior at school. We provide well researched information and a set of activities that make learning the skills more fun and interesting. However, YOU will make the program work by using the information and ideas with your child.

What can I expect during consultant meetings? The consultant will come to your home to explain the child skill activities and your helping role. Any difficulties you anticipate will be discussed and a strategy worked out. The consultant's role is to help you step back a little to improve your effectiveness. We want to help you be successful and have fun helping your child.

The program contains six child skill building lessons, that when combined provide a strong foundation for school success. The lessons cover simple common sense ideas to help your child's school adjustment. These may be many of the things you are already doing or slight variations.

Each lesson presents skills for children to practice and ways for parents to help their child's learning and practicing. A set of suggested activities that are designed to promote learning through games and play accompanies each lesson. We are interested in making these ideas work in your family, so each meeting with the consultant offers discussion and practice in your home. Then, you have the opportunity to try these ideas out with your child. At the end of the six weeks all the materials are your. You then have the opportunity to continue practicing skills on your own.



WHAT IFs?

My child doesn't want to do the activities?

Activities are designed to be fun. Most children on most days will want to try one of the activities. The important part of the activity is spending time with Mom and Dad, which is something kindergartners like more than anything else.

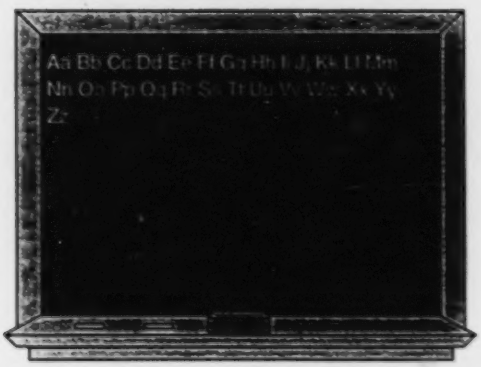
If your child chooses an activity but then doesn't want to do it then another card can be drawn. Try for only one substitution. If your child still doesn't want to do the activity then make another time to get together.

I don't feel like doing the activities?

If you're tired, busy or upset, it's not a good time to try to do something fun with your child. However, don't let too many days go by without practicing. A little effort on your part can have an amazing benefit at school.

The teacher tells me that my child is still needing to improve his or her skills at school?

Skill development takes a long time. Your efforts applied consistently WILL make a difference.



My partner and I don't agree about the need to do the homeBase activities.

Doing the homeBase activities is an important supplement to the Class work being done by your child and the teacher at school. If one of you will do these activities with your son or daughter for at least 10 minutes several times a week; the other parent can help by being supportive. This will maximize your child's chance of being successful.

I'm sharing parenting with a parent who does not live with me.

Research has shown that when children are trying to make changes at school it helps to have consistent information and support from both parents. If at all possible you both should participate in homeBase. Meetings can be conducted separately with each of you, if you prefer.

My child's behavior at home starts to get worse or becomes a problem.

It's very common that when changes are being made in one setting such as school, behaviors relax in other settings. Don't worry. It just requires a little extra effort on your part. This means heavy doses of encouragement for the positive and setting limits on the negative to help your child stay on track.

My child has attention or concentration problems.

The exercises are designed to be brief - usually no more than 5 minutes. Children with attention problems are usually able to concentrate for that long.

My child is on medication for his or her behavior.

Children on medication still need to practice good behavior. It's important that children feel they have control over their behavior and it's not just the medicine.

WHAT ABOUT YOU?

The job of parenting is both rewarding and challenging. Some children are easier to raise at certain stages of development than others. It's not always the case that parents and children are perfect matches and there are definitely harder and easier days. Try to give your self a break. Don't be too hard on yourself if you don't do the job you expect on certain days. However, don't let more than a couple of those days pile up.

How can I know how to handle all of the things that come up?

You can't. When something puts you at a loss for what to do, don't jump right in but take a step back. Remember what you know about your child. What are his or her strengths? What has worked in the past? it might be time to ask a friend or relative who has parenting skills you admire for some advice. All parents do this.

I didn't have good parenting when I was growing up. I know what I don't want to do; but not what to do sometimes.

Your half way there. , Read books, take classes, find a "parenting mentor," someone who you feel is doing a good job as a parent. The skills in this program are based on 25 years of research with thousands of parents. It's a solid foundation to work from.

What if sometimes the problem is more my mood or stress level than my child's behavior?

Many parenting difficulties can relate to a parent's stress or mood. Some common parent statements provide good evidence: "He wasn't making me made enough to set a limit." Or "I was too upset to have to deal with a child problem today." Have a self care routine for assessing your stress and mood a couple of times a day. Don't feel strange talking to yourself. Just say: How am I doing? On a scale of 1-7 what's my stress. What's my mood? Give it a word. If those ratings aren't too positive, then it's a risky time for you to teach or instruct your child. Effective and consistent parenting requires that you separate your mood from your child's behavior. If at all possible take time for yourself. Put off dealing with anything stressful with your child until your able to think clearly about what you're trying to teach

BE GOOD TO YOURSELF
YOU'RE THE BEST RESOURCE YOUR CHILD HAS

homeBASE LESSONS

The homeBase lessons cover six interrelated areas that promote school success. Children are likely to have good skills in some areas and not in others. It is still helpful to practice activities in each area since the skills are complementary and used together provide a solid foundation.

Week 1. "Sharing School"

Parents provide daily opportunities for discussion of school. Children practice ordering and sharing information in a variety of ways.

Week 2. "I appreciate your cooperation"

Children practice skills of cooperating with directions, taking turns, and spending time doing school related activities. Parents encourage following directions and getting along with others.

Week 3. "Remember the limits"

Children work at controlling their needs, following adult limits and developing self control. Parents stay involved and respond when limits are set and are not followed.

Week 4. "Let's figure it out"

Children learn ways of calming down when frustrated. Parents help children learn that there are many ways to solve one problem.

Week 5. "If you're nice to them, they'll be nice to you"

Children learn skills of friendship initiation and cooperative play. Parents help children rehearse ideas for improving peer relationships.

Week 6. "You're great and you can do it"

Parents learn simple things to do each day to improve children's self confidence in school. Parents provide opportunities for children to try out new activities and skills that will boost their self confidence.

CHECK UP #1 - WHAT DO YOU KNOW?

**Before your child started school you already had a lot of information about what would make school interesting or challenging. Take a minute and fill out the following brief check up.

What are your child's strengths (example- funny, kind, curious)?

_____

_____

What are your child's challenging areas (examples- hard time being still, difficulty doing what others want)?

_____

_____

Now circle the number that best describes your child's:

Activity level

always on the go		can be active and quiet		likes quiet activity
5	4	3	2	1

Ability to follow directions

very good		sometimes follows		has a hard time following directions
5	4	3	2	1

Ability to cooperate

very cooperative always follows parent rules		sometimes cooperates		hard time likes to make up own rules
5	4	3	2	1

Friendship patterns

spends most time with others		spends some time with others and some time alone		spends most of time alone
5	4	3	2	1

Children communicate in many ways.

How does your son or daughter give you information (check as many as apply)? See if your information matches up with the practice activities your son or daughter like most.

___talking
___telling a story
___showing you what happened
___drawing a picture
___through play
___doesn't really like to share much information

The questions you have just answered give you a picture of your child's strengths. Now check all the ways your child currently likes to learn.

How does he/she like to learn?

___to be shown
___to have you do it with him or her
___to watch you do it
___to do things first on their own and then be shown
___to ask a lot of questions

Working through the activities in homeBase may offer you and your child some ways of learning you haven't tried before.

CHECK UP #2 - ALL ABOUT KINDERGARTEN

In the beginning of kindergarten, children may be eager to tell you what's going on - explain their "work" for the day, show you their latest masterpiece or talk about some of the other kids.

After a while you may need to poke and prod to find out what they're up to. This is especially true if they are having problems or feeling insecure or worried.

***How may of these question can you answer?

1. What new skills and ideas did your child learn in the past month?

_____

_____

2. Did your child have a good time at school this week?_____
3. Who does your child like to play with?_____
4. What activity does he or she like the best?_____
5. Is anything scaring him or her about school?_____
6. Do you know the teacher's classroom rules?_____

*If you knew the answers to four or more you're doing a great job of being involved with your child's life at school.

**If you have a few holes in your information, provide daily opportunities to talk about school. Helping your child with sharing skills will help you find the answers.

***If you were unable to answer all of the questions, our activities can be added to what you are already doing. They will help you keep your information current.

LESSON #1

SHARING SCHOOL

For children to learn and understand, they need to be able to sit and listen and not be distracted. They also need to be able to give information about what they have learned. Knowing about your child's time at school enables you to share in what your son or daughter is learning. It also gives you a chance to help them with any problems. Children give information in many ways: talking, drawing, showing, and even teaching. This lesson provides practice for children in giving information and working without distraction for brief periods.

Goal: Establish a routine and offer practice for your child in giving information about school activities.

First, have your child focus on sharing something about school for a few minutes. Next, you can work on making the content clear. Sharing school will quickly become a routine.

CHILD SKILL-

SHARING - expressing information clearly and in a logical sequence.

PARENT HELPS-

LISTENING - helps your child learn that you are interested.

QUESTIONING - helps your child organize and think clearly.

DO	DON'T
Offer undivided attention.	Do this when you are upset.
Have a quiet place.	Do this when you're busy.
Make eye contact.	Interrupt.
Get comfortable.	Correct.

HAVE A REGULAR TIME

Have a regular time of day. This should fit your schedule or you won't keep it up. If you don't like to keep a schedule try to reconsider this idea. **Going to school is keeping a regular schedule.** If families have some regular events at home it makes moving between the two settings easier.

FIND A COMFORTABLE PLACE

A comfortable place helps both you and your child look forward to being together and doing the activities.

GET INVOLVED!!

Don't make your child your only source of information.

1. Know the teacher. Ask if you are able to drop in and observe how the teacher teaches. This will give you first hand information. Ask about expectations and rules. How will the teacher give you information about school. How can you be involved in school. This let's you see similarities and differences between home and school that your child is experiencing.

2. Go to school and observe. Children sometimes behave differently at home and school. You may see skills and strengths that you haven't seen at home. Observing gives you direct information about your child's activities and playmates. This also **tells your child that you are interested in their life at school.**

3. If getting to school is difficult, then use the telephone. You should feel comfortable calling. It's important to know how your child is doing in school. Set up a system of calling your child's teacher that works for both of you.

4. Talk to other parents about their experiences at school. Find out what kinds of things they are doing to help their children in school.

***The more you know the easier it is to help your child do well in school. It increases your ability to encourage positive school behaviors and correct problems. Regular school contact provides a foundation for later school years. It helps you stay on top of homework assignments and their getting done and returned to school.

LESSON #2

COOPERATION

The ability to cooperate with others is central to a child's ability to listen, learn, and form good relationships. A cooperative child has unlimited opportunities and a minimum number of problems in school, at home, and with other children.

Goal: Provide activities that help your child improve his or her ability to cooperate the first time asked.

Practice that is more like a game helps children get into a routine. They don't think about whether they want to cooperate or not. They just do it.

CHILD SKILLS-

COOPERATION - learning to follow parent requests and work cooperatively on tasks.

PARENT HELPS-

REQUESTS - make them simple and specific.

ENCOURAGEMENT - follow your child's cooperation with positive attention.

DO	DON'T
Be close to the child.	Be in another room.
Make eye contact.	Yell.
Use a neutral tone.	Ask a question.
Make one request at a time.	Ask more than one thing.
Be specific.	Be vague.

WATCH YOUR TIMING

None of us like to be asked to do something, when we are in the middle of something else. At school there is usually one activity at a time, this is not always true at home.

STAY INVOLVED

After a request, stay involved to see if your child cooperates.

FOLLOW UP

If your child cooperate provide encouragement.

HOMEBASED COOPERATION

Try a cooperation chart for this week. This will give you and your child information about how often he or she is cooperating with your request. An average level of cooperation for children this age is 70%. If cooperation is less than 70% use a chart until you can push it up to that level.

Our definition of cooperation: **STARTING TO DO WHAT PARENT SAYS WITHIN 10 SECONDS AFTER FIRST REQUEST.**

Make a simple chart. It can cover a whole week, a day or two, or a couple of hours. Make the spaces large enough to make a check mark each time your child cooperates with one of your requests.

The form of the chart doesn't matter as long as everyone can see it. A fridge, a bulletin board, or a wall all work fine. Let your child see you mark each cooperation mark as you say specifically what they did. An example might be:

> "Thanks for starting to pick up your toys right away when I asked. That's a mark for your cooperation chart."

You can use colored marks, stars, stickers or anything else you can think of to recognize your child's cooperation.

Another idea when children are having a hard time learning cooperation, some parents have used large index cards. The child carries the card and the parent makes a mark for each cooperative behavior. After 5 marks the card can be exchanged for a sticker or a special 5-10 minute activity with Mom or Dad.

Children often like a hand in making **their chart**. A good thing to say to your child is:

> "I think you can do what I ask most of the time. But I'd like to do a little check up. Let's look at how cooperative you are for the new few days. We'll count up the number at the end of each day and see how big a score you can get."

It's good to ask your child how many times they think they will be able to cooperate. Make a game out of it. Write her or his guess down and see how close it comes. You can help your child by following the parent DO's of good request, also -

Make enough requests: so your child will have good practice.
Encourage: "Good job you picked up your toys when I asked."

NAME_____ DAY_____

Minding = Star

10 stars = 10 minutes play with Mom & Dad

CHECK UP #3

Cooperation is an important skill that will help a child improve their learning, getting along with other children, and doing what the teacher asks.

Cooperation helps in many aspects of a child's life.

TAKE A FEW MINUTES AND LIST ALL THE WAYS THAT COOPERATIVE BEHAVIOR HELPS A CHILD. As you work through this and the following lessons add to your list.

CHECK UP #4 - CALCULATING COOPERATION

Estimate the percentage of time (75%, 50%, 30%) your child cooperates. There are no right or wrong answers. Then check up on their cooperation for a day or two.

1. **When I ask my child to do something, he/she:**

   Does it immediately _____% of the time.

   Does it after I ask a second time _____% of the time.

   Acts as if he/she didn't hear me _____% of the time.

   Argues but does what I ask _____% of the time.

   Refuses _____% of the time.

2. **My child likes to help out.** _____Yes _____Nb

3. **My child completes tasks _____% of the time.**

4. **My child get along well with others:**

   Brothers/Sisters _____% of the time.

   Friends _____% of the time.

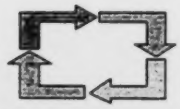
5. **My child's behavior at school is:**

1	2	3	4	5
Excellent	Above Average	Average	Below Average	Poor

If any of your answers were less than 70% that might be an opportunity for a cooperation chart.

LESSON #3

STAYING WITHIN THE LIMITS



Children who don't follow limits feel out of control. Teaching them to stay within your limits at home helps them use self-control at home and at school. You can help them practice with small steps and a lot of encouragement. Most children like to do what makes them feel good. Accepting limits is difficult. We recommend the use of time out for children who have trouble following limits. Not learning self control will create a life-time of problems. This lesson offers some child self-control activities. Guidelines for using time out when children don't follow limits are also provided.

Goal: Help your child practice feeling in control of his/her behavior. Use time out as a consistent method of following up when your child doesn't follow your limits.

CHILD SKILL-

FOLLOWING LIMITS - doing what parent asks.
SELF CONTROL - stopping activities or ideas for someone else.

PARENT HELPS-

NEUTRAL TONE - setting limits without an angry tone helps you and your child be calm.
INVOLVEMENT - after you make a request stay close by to see if your child follows your limits.
TIME OUT - briefly remove your child from social activities if limits aren't followed.
ENCOURAGEMENT - give positive attention when limits are followed.

DO	DON'T
Make simple specific requests.	Wait until you are upset.
Use a neutral tone of voice.	Yell.
Provide a consequence.	Threaten.
Act immediately.	React.

Remember the **3 to 1 rule** for teaching cooperation and self-control, 1 correction = 3 praises, this keep things in balance.

PRAISE
PRAISE
PRAISE **CORRECTION**

GUIDELINES FOR TIME OUT

Teaching your child to follow your limits at home will help him or her follow limits in other settings. Sometimes this takes a lot of your energy and it's easier to "let the behavior go this time." If parents are inconsistent, then children's misbehavior gets to be more of a habit. Another common parent statement is: "It didn't bother me **that** much, so I let it go." Then follow through only happens if you are upset. This sets up an emotional reaction rather than a thoughtful action. Try using time out each time your child doesn't follow the limit that you set. It's consistent with what is done at school and is designed to be used as often as necessary.

Time Out = 5 minutes in a quiet place with no social activities.

1. Select a place that is removed from activity and boring.
2. Prepare the place by taking out anything your child would enjoy or that is harmful.
3. Explain the time out process to your child.
4. Practice time out with your child before you use it.
5. **Stay calm and use a neutral tone of voice.**
6. Tell you child the specific behavior that earned time out. (e.g. "You didn't stop fighting with your brother when I asked.")
7. Set the timer for five minutes.
8. Don't talk to your child in time out.
9. When time out is over it's over. Apologies aren't necessary.
10. USE time out. Don't threaten it.

If your child refuses time out

1. Stay calm.
2. Repeat your request.
3. For each refusal or "ignore" add a minute. ("that's 6 minutes")
4. Add no more than 5 additional minutes.
5. IF your child refuses when 10 minutes are earned, then remove a privilege.*

*Make a list of privileges that you can remove when time out is refused. This avoids trying to think at a difficult time. Privileges should be taken away immediately. 1 to 2 hours is easiest for you to follow through on and for your child to feel the loss.

LESSON #4

FIGURING OUT PROBLEMS

A child who learns how to see everyday problems as opportunities to use their thinking skills rather than as obstacles, feels capable rather than frustrated. Problems come in many shapes and sizes for young children. It can be a friend who doesn't want to play at recess, a puzzle that won't go together, a teacher who didn't have enough time. **Solving problems requires thinking.** When young children are in a hurry or frustrated, they are emotional. The first step in working on a problem is to **be calm.** The next step is to be able to see possibilities. Helping your child with these skills at home helps them deal with the many daily problems they face at school.

Goal: Work with your child to practice some special calming down tricks. Taking a few breaths, counting slowly and silently, leaving the task for a few minutes are all possibilities. Provide daily opportunities to talk about his or her problems and practice "figuring out" skills using your activity cards.

CHILD SKILLS-

BEING CALM - learning ways to calm down before acting and trying to work on a problem.
BRAINSTORMING - practice thinking of different ways to work on problems.

PARENT HELPS-

GUIDE - if your child is upset or frustrated suggest a calming down activity before problem solving.
BE POSITIVE - help turn the problem into a positive goal to achieve.
BREAK IT DOWN - break big problems into several smaller problems and suggest a place to start working.
PROMPT - ask questions that lead to ideas.

DO	DON'T
Offer opportunities to talk.	Do this when you're rushed.
Assess your child's frustration.	Do this if you are frustrated.
Help your child think of ideas.	Offer all the ideas.
	Correct your child's ideas.

Additional helps:

Ask if they want some help thinking of ideas?
Ask what they have tried to do?

CHECK UP #5 - HOW DO WE SOLVE PROBLEMS?

First, think about the last problem your child tried to solve. What was it?

_____

How did he or she try to solve the problem?_____

_____

Was his or her approach comfortable for you or would you have liked them to work on the problem differently?

_____

If you helped, what did you do?_____

_____

What was the outcome?_____

Now list three words that describes your child's approach to problems:

_____ _____ _____

These words offer a blueprint for helping your child with problems.

Now list three words that describes your own approach to problems:

_____ _____ _____

How do the two lists match up? For example, if a child is energetic, impulsive and independent and the parent is slow, careful and patient, that parent will need to modify his/her style to problem solve with their child.

Know yourself and your child. Build on your similarities and work around the differences. You are the best teacher your child has. Start with small steps and help your child develop strategies to use at school and home that build on his or her strengths.

LESSON #5

BEING FRIENDS

One thing that going to school brings is lots of other children from families who may be very similar or very different from your own. All parents want their children to have friends and be liked by others. For this to happen your child has to learn skills for getting along with other children. Children who always want their own way or who are mean or aggressive can quickly be rejected by other children. The friendship skills children develop in kindergarten can be the beginning of many opportunities to play, share ideas and have adventures. Without good skills it can be the start of a long history of not getting along and feeling on the outside with other children. When children are young, parents have a unique opportunity to help with peer relationships that is much harder to do as children get older.

Goal: Play with your child regularly to develop play and cooperation skills. Help them develop strategies for others' problems through the activity cards. Then use those skills to act out problems he or she may have with other children and give them a positive ending.

CHILD SKILLS-

INITIATION - develop skills in asking children if they want to play.
VIEWING - learn to see problems from other points of view.

PARENT HELPS-

ACCEPT - your child's feelings about other children.
RESTATE - the specifics of what your child says. This shows that you are listening and helps clarify the problem.
PLAY - give your child regular practice at game playing and don't accept behavior from them that friends wouldn't.
ACT IT OUT - "role play" your child's ideas with him or her. This provides an opportunity to see how the ideas might work and provides the perspective of other children.

DO	DON'T
Allow feelings.	Criticize.
Offer other children's perspective.	Lecture.
Turn the problem into a positive goal.	

Additional helps

Talk to your child each day about their play and class experiences with other children. Don't worry about having the right answers. There are many right answers. Your goal is to provide an opportunity for your child to think about and practice good peer relationship skills.

CHECK UP #6 - MY CHILD'S SKILLS WITH PEERS

Children differ a great deal in the number of friends they have. Does your child have:

_____Many friends _____A few friends _____One or two friends

Being friends includes several skills. Please indicate the number on each scale that best describes your child's skills with his or her friends. Going through these questions will identify strengths and areas that you and your child can focus on improving.

1. For my child, making friends is.....

1	2	3	4
Easy			Difficult

2. Around peers, my child is.....

1	2	3	4
Outgoing			Shy

3. My child.....

1	2	3	4
Cooperates well with others			Has difficulty cooperating with peers

4. My child loses his/her temper with peers.....

1	2	3	4
Never			Often

5. When playing games, my child follows the rules.....

1	2	3	4
Most of the time			Hardly ever

6. My child has difficulty entering a group or a new activity.....

1	2	3	4
Never			Most of the time

CHECK UP #7 - HOW AM I INVOLVED?

The more you do the more you'll know about your child's friendship skills. Listed below are some typical ways parents are involved in their child's peer relations. Please check all the things you do.

_____ I play games with my child and his/her friends.
_____ I spend time talking with my child about his/her friends.
_____ I preplan activities before my child has a friend over.
_____ I provide transportation to activities and friends' homes.
_____ I observe my child in social situations at school.

Other:

_____

_____

_____

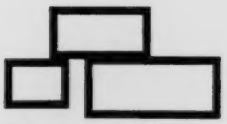
_____

_____

_____

LESSON #6

CONFIDENCE BUILDING



Just as you have done, your child is building his or her life on adults messages. When children are experiencing problems with learning or getting along in school, they are usually receiving a lot of negative messages. They don't feel very good about themselves. Parents can help by pointing out the good ideas and the positive behaviors of their child. Realistically, it's harder to be positive with a child who is going through a tough period. Also, discouraged children are hard to praise and compliment. They may resist your efforts. Don't give up. It may take time to figure out a way that you can encourage your child that's comfortable for both of you. But, don't try too hard and end up being positive about behaviors that are really problems.

Your daily attention for positive behavior can help your child through difficult times at school and with friends.

Goal: To provide daily confidence building messages to your child.

CHILD SKILL-

ACCEPTING - being comfortable receiving compliments and praise.
TRYING OUT - practicing new skills and ideas.

PARENT HELPS-

OFFER OPPORTUNITIES - ask for your child's ideas and allow them to try out their ideas.
ATTENTION - notice and comment on your child's positive qualities, efforts and accomplishments.

DO	DON'T
Look for daily positive behavior.	Compare child to another.
Offer opportunities to try new skills.	Use sarcasm with praise.
Make time for your child.	Take over child activities.

homeBase Confidence Building

Spend time each day noticing your child's efforts. Efforts are steps on the path to success with tasks and personal responsibilities. Offer ways they can help you. Provide opportunities and encourage your child trying out their ideas and new activities. Your positive attention sets up a good homeBase for school success.

CHECK UP #8 - MESSAGES

Messages from the past

Parents' messages build childrens' beliefs about who they are and what they can do in life. Take a minute and close your eyes..... Think about the messages your parents gave you about yourself as you were growing up. Now write down a few of them.

_____

_____

_____

_____

How many of these messages still influence how you think about yourself and your level of self-confidence? How many were positive? If there are certain qualities that you would like to see your child develop as an adult such as: competency, care for others, respect for the environment; then this is the time to start building their self confidence and developing those qualities.

Expectations for the future

Your future expectations for your child offer a blueprint for your parenting now. If you want your child to enjoy life and learning, and have a positive cooperative attitude, then deliver daily positive messages.

Messages to grow on

Now take a minute and close your eyes again..... Think of the positive messages you do or would like to offer your child each day. Now write down a few of them.

_____

_____

_____

CHECK UP #9 - ENCOURAGEMENT PROFILE

Encouragement at home provides a supportive base for a child. If encouragement comes easily that's an asset to build on. If you didn't grow up with a lot of encouragement or it doesn't come easily, set yourself a small goal for improvement.

1. Write three encouraging statements you might say to your child.

_____

_____

_____

2. How much was encouragement a part of your upbringing (circle the appropriate percent)?

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

3. Check the methods of encouragement used in your parents' home.

___Participation in your activities
___Physical touch (hug, pat on back)
___Occasional small rewards
___Nothing special most of the time
___Compliments
___Allowance
___Special treat
___Other_____

4. How much is encouragement a part of your parenting?

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

5. What type of encouragement do you use with your children?

___Participation in your activities
___Physical touch (hug, pat on back)
___Occasional small rewards
___Nothing special most of the time
___Compliments
___Allowance
___Special treat
___Other_____

6. Sometimes it is difficult for me to be encouraging because:

_____

_____

SELF-CHECK! - POSITIVE BEHAVIORS

Date:_____ MOM/DAD

Think about some of the positive things your child did in the last few days. For example, did he/she play quietly, get dressed on his/her own, comply with a request right away, or try to help with a chore? Use the lines below to list some of the positive things your child did and your responses.

The goal is to make a response when you notice positive behavior, this teaches your child that it's positives that get attention.

If the page gets full make your own and keep adding positive behaviors.

CHILD'S POSITIVES	YOUR RESPONSE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SELF-CHECK! - POSITIVE QUALITIES & EFFORTS

Date:_____ MOM/DAD

Think bout your child's positive qualities and efforts they made in the past couple of days. For example, did he/she try to help with a chore, do something nice for a brother or sister, try out a new skill?

Some positive qualities you might have noticed are kindness, humor, helpfulness. Use the lines below to make a list of your child's positive qualities and efforts and your response. Add to the list each day. It's nice to look at.

If the page gets full make your own and keep adding positive behaviors.

CHILD'S POSITIVES	YOUR RESPONSE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Myths about encouragement....

Children know they're appreciated without being told. That may be true, just as you know you are appreciated by your friends and family, but it feels good to actually hear the words now and then.

Interrupting good behavior to give praise will stop it. Try it. Your child may stop sometimes, but most often he or she will continue the good behavior and feel pleased that you took the time to notice. Remember, you get what you give. If you want good behavior, notice and encourage it.

You don't receive rewards and praise very often in the real world. True, so create a place where that does happen. Make home a place where children receive encouragement for their efforts and can feel good about themselves.

Nobody told me I was doing a good job all the time, and I turned out okay. Again, this is probably true, but wouldn't life have seemed a little brighter if you had received more praise and support?

If I give children encouragement all the time, it won't be special or they won't believe it. You just need to vary the way you deliver the message. Put yourself in your child's shoes. Could you be told too many times that you have done something nice or that you are a good person.

Giving too much praise to children makes them self-centered. On the contrary, it allows those good feelings to spill over to others. To be positive and caring toward others, you need to have a constant reserve of these feelings. Life can go on without positive messages, but it feels a lot better with a daily does of confidence building.

RX... Prescription for Success

Administer the following
3 times per day:

You Can Do It!
You Have Good Ideas!

You're Important!
KEEP IT GOING

homeBase is designed for each family's personal use.

You have been given a set of cards and some supplementary materials to assist you with the activities. You have also been given blank cards. We encourage you to pull out cards that don't fit for your child. Write on the blank cards and make some of your own that include your favorite activities for helping your child with school success.

To keep yours and your child's interest up, pull out some of the cards for a couple of months. Then reintroduce them. They'll be brand new again.

Try to commit to at least one night a week that can include 10-15 minutes of homeBase activities. When things at school seem to be going well you may want to stop your activities at home. **It's often the case that when the routines stop, behaviors can slip back.** This may sound funny but it's kind of like teeth brushing. You can't just brush when a child is five and expect teeth to be healthy for the next 10 years.

EC

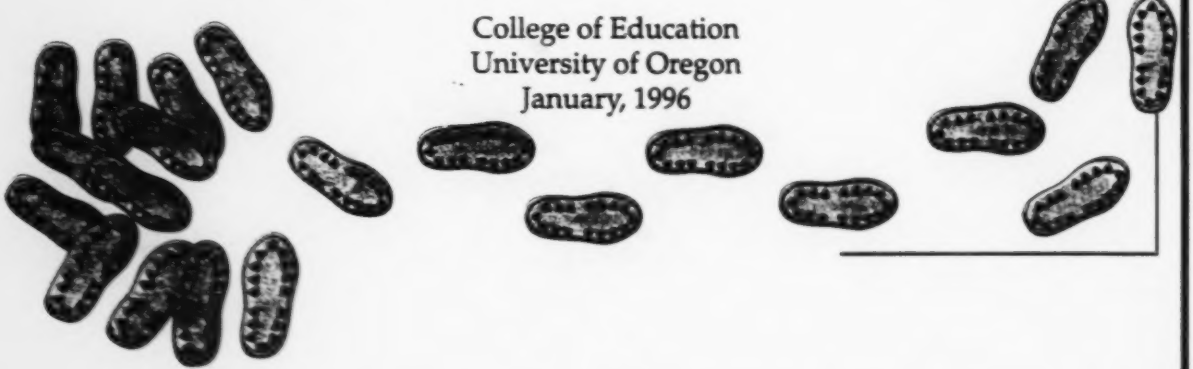
First Steps Home Intervention Module:

Home Base Lessons

Prepared by
Kate Kavanagh, Ph.D.

A Component of the First Steps Program
An Early Intervention Program for Antisocial Kindergartners

Hill M. Walker, Ph.D.
Director



College of Education
University of Oregon
January, 1996

Lesson 1 Sharing School

PARENT HELP

These are our suggestions for parent skills we have found helpful in teaching children the skills of sharing school information. **We have included two additional cards to write down ideas and skills that you have found useful with your child.**

QUESTIONING

One thing at a time

This Did John tell the teacher?

Not This Did John tell the teacher? Did the teacher get mad? What did the other kids do?

QUESTIONING

Be specific

This Did you finish building the house with Maria?

Not this What did you do today?

QUESTIONING

Use a neutral tone

Children often respond to the tone of your voice. They learn better when parents use a neutral or nonemotional tone.

LISTENING

Check in

Work to hear what your child is saying not what you are thinking. Repeat back what you heard. Tell him or her you're just checking that it's what was said. It's a good model for your child to follow.

LISTENING

Show interest

Our ideas: look at your child
nod, smile
say - "that's interesting", "sounds like fun", "I'm glad you're telling me"
touch your child

Your ideas:

_____

_____

LISTENING

Summarize

For slow talkers: When your child stops or gets stuck, summarizing helps them remember the story. This gives you a job. It helps you not interrupt, or hurry them along by finishing their ideas.

For ramblers: This is also good for children who ramble. At the end of a thought ask if you can summarize what was said. It allows a child to **hear** what he or she said.

YOUR IDEAS

_____

_____

_____

_____

_____

_____

_____

_____

YOUR IDEAS

_____

_____

_____

_____

_____

_____

_____

_____

ACTIVITY CARDS

You should try to spend 2-5 minutes on any activity that you choose. If you want to spend more time, you can repeat the activity, do another version of the activity or choose another card. **No more than 15 minutes a day!**
Child: choose a card
Parent: read card

MAKE A MIND PICTURE

Child: Talk about one thing you did today. Make it so clear that Mom or Dad can see it.

Parent: Close your eyes so you can "see" the picture. Ask a question if your child gets stuck.
e.g. "Where was everybody on the play- ground?"
"What did their faces look like?"
"What colors were the cars that Josh brought to school?"

FIND A TREASURE

Child: First, hide an object (something small). Next give your parent clues on how to find it. One at a time. or Draw a map that your parent can use to find the treasure.

Parent: Ask questions if clues aren't clear. Look for the treasure.

ALL THINGS STARTING WITH....

Card 1 of 2

Child: First, pick a letter or sound then choose either 1, 2, or 3. Think of everything that starts with that sound or letter for:

1) what you did today
2) people you saw
3) things the teacher did

Ask your parent to write all the things you think of . When you finish count them up. Try again with a different letter. How many this time?

Card 2 of 2

Parent: Set the timer for two minutes. Write down what your child says. Encourage efforts. Use questioning skills to help with more ideas. Help your child count up their ideas.

SHOW IT

Child: Act out something that happened at school today between two children or something the teacher did. If you need help ask your parent.
If you want to have some fun, act it out without using words.

Parent: Follow your child's directions. Ask questions when it's not clear what you are supposed to do. Encourage efforts.

DRAW IT

Child: Draw a picture of the day.

Parent: Sit by and watch. Describe shapes colors and ideas that you see. **Don't evaluate** what is drawn or the quality of the drawing.

SPEEDING THROUGH THE DAY

Child: Talk as fast as you can. Tell Mom/Dad everything that happened at school today.

Parent: Set the timer for two minutes. When the timer goes off repeat back what you heard.

Child: Tell Mom/Dad what they forgot.

TEACHER

Child: Teach Mom or Dad something that you learned today.

Parent: Ask questions about anything you don't understand. Use your questioning skills.

SHAPES OF THE DAY

Child: Tell everything that you saw today that was:

round

square

straight _____

Parent: Encourage efforts. Set timer for 3 minutes. Write names of objects. Help you child count.

YOUR IDEAS

_____

_____

_____

_____

_____

_____

_____

_____

COLORS OF THE DAY

Child: First ask your parent to pick a color. Now think of everything you saw at school that was that color. Now you pick a color and try it again.

Parent: Pick the first color. When your child has remembered as much as possible, then ask him or her to choose another color.

YOUR IDEAS

_____

_____

_____

_____

_____

_____

_____

_____

YOUR IDEAS

Lesson 2

Cooperation

PARENT HELP

These are parent skills that we have learned teach children to be cooperative. We have included three blank cards for you to write down what you do that helps your child cooperate.

REQUESTS

One at a time

This Please put your crayons in the box.

Not this Please put your crayons in the box, your legos away, your books on the shelf.....

REQUESTS

Make eye contact

This Be in the same space and at the same eye level. This ensures that your child has heard you.

Not this Yell a request from another room. If your child doesn't cooperate maybe he/she didn't hear you.

REQUESTS

Use a neutral tone

Make requests without a lot of emotion in your voice. This helps your child hear what you say not how you say it.

REQUESTS

Be specific

This You need to stop playing with your food now.

Not this Stop it.

ENCOURAGEMENT
Make it comfortable for you

Know what's comfortable for you. If you find saying "good job", or "you're great" a little uncomfortable, **use what works for you**. A pat on the back, a high five, a big smile are all great signs of encouragement.

ENCOURAGEMENT
Stay involved

You're only half done when you make a request. Stay close by and praise your child for doing what you asked.

ENCOURAGEMENT
Make it comfortable for your child

If your child seems uncomfortable don't stop. Try to find a method of encouragement that is comfortable for him or her. Keep being positive. Children need attention for being cooperative.

ACTIVITY CARDS

You should try to spend 2-5 minutes on any activity that you choose. If you want to spend more time, you can repeat the activity, do another version of the activity or choose another card. No more than 15 minutes a day!
Child: choose a card
Parent: read card

ENCOURAGEMENT
Notice efforts

Look for the first sign of cooperation. Encourage small efforts and they'll get bigger.

SIMON SAYS

Parent and child: Play Simon says. This is a game in which one person is Simon and the other does what he says. Roles change when the person doing what Simon says "makes a mistake".
Set the timer. See how long each one of you can do "what Simon says".

Some Simon ideas--
put your hands on your head
say your name 10 times
turn around twice
hop on one foot around the room

MAKING A _____

Child and Parent: Get a paper and something to draw with. Flip a coin (heads starts). Set the timer for 3 minutes. Each person makes one line each turn. The starter draws the first line then take turns. See what you've drawn at the end of the time. Talk about what it looks like. Does it look like a road, a tree, a face, a .....

For extra fun try it with your eyes closed!!

TELL A STORY Card 1 of 3

Flip a coin to see who starts the story. (Tails goes first)

Starter: Give the first line of the story. The other person gives the next line. Work for 3 or 4 minutes.

TELL A STORY cont. Card 2 of 3

Some of our starters:

Once there was a frog named Frank...

John was walking down the street when...

Karen and her mother suddenly found they were stuck in...

Sarah couldn't speak and her feet wouldn't move when she saw _____ come through the door...

TELL A STORY cont. Card 3 of 3

Some of your story starters:

_____

_____

_____

_____

_____

_____

STEP OUTSIDE

Child and Parent: If you have a ball, go outside. See how many times you can throw it back and forth without dropping it.

If you don't have a ball go outside and find a stone or something to kick. See how many times you can kick it back and forth down the sidewalk without losing it.

TAKE A WALK

Take turns deciding which way to go. You don't have to get anywhere. The goal is to have fun.

If it's not a good day for a walk choose another card. If it's just a little cool or wet try dressing for the weather and doing it anyway. It may be a great adventure!

YOUR IDEAS

BUILDING

Parent and Child: Build something together.

Our ideas: Build a house of cards.
Build a fort.

How many cards can you use in 3 minutes? How complete a fort can you make in 3 minutes. Try again.

YOUR IDEAS

WAR

Play the card game of War.

Child: How long can you play without complaining, getting frustrated, or wanting to change the rules.

Parent: Set the timer for two minutes. If you're still having fun then set it for another two minutes.
See if your child can increase the time they can play without difficulties.

YOUR IDEAS

Lesson 3 Limit Setting

PARENT HELP

These are parent skills that research has shown help children follow adult limits, improve cooperation and self control.

USE A NEUTRAL TONE

The more that emotion can stay out of limit setting the more effective you will be.

Keeping your voice tone neutral is a good model for your child and helps you stay calm.

FOLLOW UP

When you make a request, make sure that it's **something you want your child to do.** Then stay involved to see whether your child has complied or not.

If your child complies, follow up with positive attention.

If not, then a quick TIME OUT.

ENCOURAGEMENT

It's easy to forget to praise children when they do stay within the limits or show self control. Give positive attention and encouragement each time.

ACTIVITY CARDS

You should try to spend 2-5 minutes on any activity that you choose. If you want to spend more time, you can repeat the activity, do another version of the activity or choose another card. No more than 15 minutes a day!
Child: choose a card
Parent: read card

RED LIGHT/GREEN LIGHT

Object: For child to get to where parent is by walking not running every time parent says "green light."
Parent: Ask your child to stand across the room or go outside and have them stand as far away as possible and still be able to hear your voice.
Child: You can only move when you hear "green light" and need to stop when you hear "red light."
Parent: Mix up what you say. Try things like: red lantern, red light post, green light bulb, green lightening.
If you're having fun switch roles.

DOING WHAT YOU WANT

Child: Think what school would be like if everyone could do what they want? See how many things you can think of that would be different in the next two minutes.
Parent: Set the timer for two minutes. Write down the problems and positives your child comes up with. Encourage efforts. Now let your child set the timer and see what you can add to the list.
HINT: Don't forget recess, lunch, the bus and "all-school" events.

TALK ABOUT BOUNDARIES
Card 1 of 2

Parent and Child: Go around the house inside or outside.

Outside: Talk about boundaries of your house or apartment, the sidewalk, the street, the driveway. What would happen if the house didn't have boundaries. (e.g. could anybody who wanted to, come in the house??)

WHAT ARE THE LIMITS?

Parent and Child: Take a walk to school. If it's too far just go part of the way.
What are the limit signs on the way to school?
Parent: Encourage each one your child notices. Ask questions to prompt your child to see a limit that you see.
Point out fences, sidewalks, stop signs, speed signs etc.

TALK ABOUT BOUNDARIES Cont....
Card 2 of 2

Inside: Where are the boundaries on the table. What happens if you push something to the edge of the table?

Parent: Encourage childrens efforts. Make it fun. Point out the boundaries of other things you see such as cars, trees, people.

WAR AGAIN

Child: Play war with your parent. See how many turns you can each have before five minutes is up. Mark down each turn.

Parent: Talk about how nicely your child is playing (focus on the game not the end result). Stop the game if your child gets upset or angry. Let him or her know you can try again either later or on a different day.

NO RULES!!

Child and Parent: Play a game with no rules.

Try this for two minutes? What happened?

Did you start to make some rules? Talk about the problems in playing without rules.

NO RULES

Child: Make up a story or draw a picture about what it would be like if there were no rules for: (pick one)

1) driving cars
2) taking turns

Or If:

3) we all talked at the same time
4) all the t.v. shows came in on one channel
5) make up one yourself

Parent: Watch and listen, repeat back your child's ideas. Ask your child if they want you to help write or draw the story.

CHANGE THE RULES

Parent and Child: Choose a game you like to play. Now play the game and each turn change the rules. Talk about how that felt. Was it fun for a little while? Were you able to reach a goal or get to the end of the game? Did you get frustrated or upset?

STOP THE STORY

Child: Start telling a story. Make it really interesting.

Parent: Explain the stopping game. Ask your child to stop and only start again when you say START.
Stopping right away = + 3 points
Stopping with a few details = + 2
Stopping after another sentence = +1
Offer encouragement for stopping when asked.
Do this for 2-3 minutes. If you are having fun do it for another 2 min.

BEING STRONG

Child: What if another child: (pick one)

1) called you a name
2) made fun of the picture you drew
3) threw something at you
4) bumped into you on the playground

Your challenge: How can you be strong without saying or doing anything mean.

Parent: Listen and repeat back ideas. Reflect back ideas that are "mean."

OUT OF CONTROL

Parent and Child: Go outside.

Child: Run around, spin, jump up and down for 2 minutes.

Parent: Tell child to freeze several times. Compliment out of control behaviors. Give praise for stopping. If you like it do it again.

SHOWING OFF

Child: Tell/Show Mom or Dad how you controlled your behavior, followed a rule, or didn't get upset about something.

Parent: Encourage success. Help your child find success if efforts weren't totally successful.

FREE CHOICE

QUIET PICTURE

Child: Think of a quiet picture in your head that you can put in your mind when you are feeling upset or angry or out of control. Now try to draw it. Coloring the picture will help you remember it better. This will help you remember it when you need it.

Parent: Listen, encourage ideas and quietly observe.

FREE CHOICE

YOUR IDEAS

FREE CHOICE

FREE CHOICE

FREE CHOICE

LESSON 4 PROBLEM SOLVING

PARENT HELP

This and the following lesson are about solving problems. The skills you have used helping your child share information and develop cooperation and self control will also be useful for problem solving.

GUIDE

Notice the signs of your child being upset. If you see any of these signs direct your child toward a calming activity before trying to problem solve.

Write down your child's signs of being upset.

MAKE PROBLEMS POSITIVE GOALS

If your child has a problem help them turn it into a goal to work towards.
This: We need to figure out some ways that you don't just do what you want in the middle of circle time.
Not this: You are always getting in trouble for getting up and doing other things during circle time.

PROMPT

Help your child define the problem simply and specifically. Ask questions that lead to a positive goal.
This: You got mad when Nicholas jumped into the game when it was your turn. How can you tell Nicholas that bothered you.
Not this: You got mad when Nicholas was rude.

BREAK IT DOWN

After you have created a positive goal. Break that goal into a few smaller goals. It keeps discouragement and frustration at a minimum.
This: First you should apologize. Then you should think of things that both of you like to play.
Not this: You need to try to be friends with Mark.

CALMING DOWN

Ask your child if he or she wants help calming down? If the answer is yes then ask if they want some suggestions.

Make sure they are calm enough to follow suggestions. Make it fun for both of you.

CALMING DOWN
Our ideas continued...

The cloud: Pretend your mind is a light fluffy cloud. This is important for thinking and being around other people. Imagine yourself picking out the negative thoughts or angry feelings, then your cloud won't get too heavy and start raining on others.

CALMING DOWN
Our ideas for calming down:

The balloon: Slowly make your self into a nice big balloon. Take a really long deep breath of air in. (Count slowly in your head to 5.) Now, very slowly let all the air out of the balloon. Try it again even slower. If you're still not calm, do it again.

YOUR IDEAS FOR CALMING DOWN

_____

_____

_____

_____

_____

_____

CALMING DOWN
Our ideas continued...

The noodle: Flop down **gently** on a chair or the floor. Be so loose that Mom or Dad can't pick you up. Lay or sit there till you can be a total noodle. Let your arms and legs be loose and dangly. Ask Mom or Dad to lift your hand up. It should just drop right down. Next time your upset think about what you felt like as a noodle. Noodles can't feel upset.

YOUR IDEAS FOR CALMING DOWN

_____

_____

_____

_____

_____

_____

ACTIVITY CARDS

You should try to spend 2-5 minutes on any activity that you choose. If you want to spend more time, you can repeat the activity, do another version of the activity or choose another card. No more than 15 minutes a day!
Child: choose a card
Parent: read card

John's room

John has to clean up his toys before he can go outside and play. His room is a real mess and he wants to get it done as quick as possible. Can you help John? Think of as many ideas as you can. All ideas are good, even if they sound a little silly.

Parent: Set the timer for two minutes. Write down ALL ideas.

Making a house

Child: Go outside. Find all the things that you could use to make a house for a small animal.

Material Ideas: Twigs, rocks, leaves, paper.
Place Ideas: A spot in the garage, parking lot or next to a fence.

Parent: Follow along and write down all the things and places you find.

Mind stretchers

One thing that people use backpacks for is carrying things to school. How many other things could you use a backpack for?
Parent: Write down all of your child's ideas.
Do this activity for 2-3 minutes. If you're having fun, switch roles and try a different item.
Other items to use: a box, a blanket, a jar, a pair of socks, a _____

Hungry

Alison needs your help. Her parents had to go on some errands. She's hungry and needs to make some lunch. What steps should she follow?
Two rules Alison has are: She can't use the stove. She needs to clean up any messes.

Parent: Restate each step. Help think of steps that may be missed.
For example: If he/she want to make a sandwich and forgets to get a knife.

Cold and snowy

It's cold and snowy and Jason's freezing. He is ready to sit down and have a snack WHEN he discovers he doesn't have the book he was carrying home from school. Where did he lose it? How will he find it? What should he do?
One other problem: His parents aren't at home to help him. It's good you're here to help.
Think of as many ideas as possible - GO

Parent: Set the timer for two minutes. Write down all ideas.

Hide something

Child: Step outside your front door for a minute.
Parent: Hide something somewhere in the house and give your child clues to find it.
Child: Look for the object.
Parent: If you are having fun, switch roles. Now let your child hide an object and give clues. You get to look for the object.
HAVE FUN.

Mom said NO

Mike is feeling really mad because he wanted to go outside and play but his Mom said NO. What can Mike do to calm down?

Parent: Set the timer for two minutes and write down all of the ideas.

What would you do?

Matt and Eric are out at recess arguing over what to play. Matt wants to play ball and Eric wants to play on the climbing structure. Help Matt and Eric come up with some ideas so they don't get into a fight.
Parent: Set the timer for two minutes. Help by listening. Ask questions about what might happen next after each idea.

The present

Sarah went with her older brother to buy a present for her mother's birthday. But there's no box or wrapping paper to put it in. What could she put her present in?
If you figure that out, then what could she use to decorate her container?
Parent: List the ideas.

A wagon without wheels

Emily is bringing her toys home in her little wagon. On the way, one by one each of the wheels fell off. She feels really frustrated and wants to cry. She wants to get her toys back home. What are your ideas?
Parent: Help think through steps to solve the problem. Remember to have your child suggest a calming activity for Emily.

What would you do?

Child: Talk about a problem somebody had at school today.

Parent: Find out if the problem was solved. If so, does your child think that's a good solution? What are other ways to solve the problem.

Write down all of your child's ideas.

FREE CHOICE

Parent think of a problem for child to work on.

FREE CHOICE

Child think of a problem for parent to work on.

FREE CHOICE

Lesson 5 Friendship Skills

PARENT HELP

The following skills combined with those from lesson 4 can help children to improve peer relations.

ACCEPT your child's feelings.

Even if your child is having a feeling you don't like, **let it be expressed**. It helps you see your child's perspective.

This: You sound like you were really mad.
Not this: It's not right to say you hate someone.

RESTATE-
Repeat back the problem in your child's words.
If you do you will hear what your child is thinking and feeling and **not your interpretation.** Try not to correct what he or she says.
This: It seems like it was really hard for you to figure out how to draw that picture?
Not this: You must have felt really bad when you couldn't do that. Let me show you how.

PLAY
Play what your child likes to play. Get down on the floor, dig in the dirt, play pretend games. Children are usually more comfortable playing than talking. This let's you see how they initiate and maintain play. You also learn how easily they follow the rules and how quickly your child becomes frustrated.

ACT IT OUT

Help your child rehearse and try out ideas for improving peer skills. They can also replay a problem they had and act differently to produce a different ending. Children learn by doing much more than talking.

ACTIVITY CARDS

You should try to spend 2-5 minutes on any activity that you choose. If you want to spend more time, you can repeat the activity, do another version of the activity or choose another card. No more than 15 minutes a day!
Child: choose a card
Parent: read card

Getting started

What would you do? Jenny wanted to play with Ashley and Kelly, they were playing on the jungle gym. Jenny asked nicely if she could play and the girls ignored her. Jenny feels sad. Do you have any ideas for Jenny. Try for at least 5.

Parent: Help come up with ideas for Jenny.

Helping someone

Child: You are building something. You want to do this alone. A child in your class that you don't know very well wants to help you build. What do you say to him or her. Ask your parent to help act out your ideas.
First be yourself and then the other child.

Parent: Help your child act out the problem.

Can I play too

Child: You and a couple of other children are playing a game during inside recess. Another child sits down and starts telling you how you should be playing. What do you say or do?

Parent: Set the timer for three minutes. Restate any ideas your child suggests reflecting back how that might feel to the other child.

John is angry

John is playing ball with Alex. Kevin comes over and Alex says he doesn't want to play anymore and leaves. John is angry. Do you have any ideas for John.

Parent: Help come up with ideas for John.

Noisy Nick

Nick is always making noise when other kids are trying to listen to the teacher. Some of the kids are getting upset with Nick because he interrupts their story. What could Nick do to not be so noisy.

Parent: Help think of ideas for Nick.

Curious Cara

Cara likes to see what the other kids are drawing. She usually just goes over and looks at their pictures without asking. The other kids get mad at Cara, but Cara doesn't know why.
Can you help Cara? She needs at least four ideas.
Parent: Help think of ideas for Cara.

A school problem

Tell your Mom or Dad about a problem that two children had at school and what they did. Did you like the way they worked on the problem. What would you have done.

Parent: Listen and help come up with ideas.

Bossy Beth

Beth likes to be in charge of games she plays with her friends. She likes to decide what the kids will play and who should do what. How do you think the other kids feel? Draw a picture.

Parent: Describe what you see in the picture. Ask questions about expressions on the other kids faces.

Mean Mark

Mark can get really mad when he doesn't get to do what he wants. Sometimes he throws things or hits or calls people names. Not many kids will play with him. Lots of times Mark plays alone at recess. Mark would like some friends. What are some things he could do.
Parent: Listen and restate. If your child doesn't mention things to help Mark calm down, prompt the need to be calm to get along with others.

Jason and Brian

Jason and Brian are friends. But Jason likes to wrestle and Brian doesn't. When Brian tells Jason he doesn't like to wrestle Jason calls him a baby. What should Brian do? Act it out.

Parent: Be Brian and show your child different ways to set a limit on Jason. Then switch and be Jason.

Cindy's friends

Cindy has two friends. It's fun when they all play together. Sometimes her friends don't want to play what Cindy likes, then she gets mad and tries to ruin their game. She doesn't know what else to do. Can you help Cindy?
Parent: Ask your child how he or she thinks the two friends feel. How can you help Cindy? Set the timer for 3 minutes.

Clean up

You have a friend over to play. You are very nice and let him/her play with your things. When it's time to clean up, your friend doesn't want to help. This makes you frustrated. What can you do? Ask your parent to help. Ask them to be your friend.
Parent: Help act it out. Suggest switching roles. Do this for 3 minutes.

Time to play

Child: Play a game of your choice with your parent for 10 - 15 minutes.

Parent: Praise your child's "nice playing skills," taking turns, staying calm and sticking with the rules.

OOPS
Let's pretend that you made a big mistake. You got mad at your friend and hit him. Now he says he doesn't want to play with you anymore. What could you do so he'll want to play with you again. Act it Out.
Parent: First practice accepting your child's feelings. Ask how he or she thinks the friend is feeling. Act out initiating an apology and an invitation to play. Try several different ideas. Set the timer for 3 minutes.

Time to play

Parent: Pick a game. Praise your child's "nice playing skills," taking turns, staying calm and sticking with the rules.

Child: Play a game with your parent for 10 - 15 minutes.

Your turn

Play something that you like. Ask your parent to be a child and play with you. Tell them if the way they are acting makes you want to play with them.

Parent: Be a child. Do some good friendship behaviors like sharing. Do some bad friendship behaviors like being bossy or wanting to change the rules. Prompt your child if he/she doesn't comment on what you are doing.

Time to play

Child: Play a game of your choice with your parent for 10 - 15 minutes.

Parent: Praise your child's "nice playing skills," taking turns, staying calm and sticking with the rules.

FREE CHOICE

FREE CHOICE

FREE CHOICE

Lesson 6 Confidence Building

PARENT HELP CARDS

All of the previous skills you have worked on with your child have helped his/her self confidence. These two additional "helps": will keep them practicing and trying out new positive behaviors.

ATTENTION

Take time each day to notice your child's positive qualities. Comment on one positive thing your child said, did or tried to do. Learning that attention comes from positive behavior keeps children on the right path.

OFFER OPPORTUNITIES

Think of ways that you can ask for your child's opinion or help. It helps them feel useful and important.

ACTIVITY CARDS

Many of these cards are blank. You probably have many ways in which you build your child's self confidence that are specific to your family. We have provided an opportunity for you to write those down. We have included a few of ours to share with you.

The compliment game

Parent and Child: Flip a coin. Heads starts. Make up a compliment about someone you both know, but don't say who. Do this for a minute. For example: "She makes really good cookies." The other person guesses. If they are wrong, then another compliment is made: "She wears really colorful shirts." If you can't figure it out after 3 compliments than try another one.

Do this for 3 minutes. Having fun, do it for another 3 minutes. Keep score of who thinks of the most compliments.

Help me

Parent: Ask your child to help plan dinner. Help them by prompting certain areas of food. For example: I need 2 vegetables, 1 fruit and either potatoes or noodles. Try to take and use their suggestions. Maybe you'll have new combinations you've never tried.
Child: Help your parent come up with meal ideas.
One rule: Some suggestions may cost a lot of money or not be at the store. So then you get to make another suggestion.

An assistant

Parent: Ask you child if they want to help you do something that you like to do.
Examples: making a quilt - the child can pick out squares to use,
repairing a car - the child can hold a tool,
working with wood - the child can do some light sanding,
baking - the child can be in charge of mixing.

An adventure

Parent: Invite your child to go for a ride or a walk - just the two of you. So you can have a little special time together.

Try it out

Child: Think of something you have been wanting to do that your parent could help you practice.
One rule: Nothing too dangerous.
Parent: Offer your child encouragement and assistance.
An example:
climbing to the top of a steep hill.
trying to sing-along.
making a new friend.
writing a story.
pumping up a basketball

A nice thing

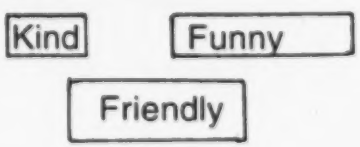
Parent and Child: Flip a coin. Tails is it.

Whoever gets tails should do one nice thing for the other person in the next hour. Don't tell what you did.

Meet at the same time tomorrow and see if the other person can tell you what you did.

Messages to build on...

Parent: Find some building block type of material around the house. As you notice a positive quality in your child write it out and paste it on one of your blocks. Give it to your child for his/her collection of messages to build on.



YOUR IDEAS

YOUR IDEAS

YOUR IDEAS

YOUR IDEAS

YOUR IDEAS

I like You

Parent: Leave a surprise "I Like You" for your child. Write a note with a smiling face or a hear, with the words "I Like You" or _____. Put it under a pillow, in a pocket, in a toy box. It feels GREAT to find an "I Like You!"

YOUR IDEAS

YOUR IDEAS

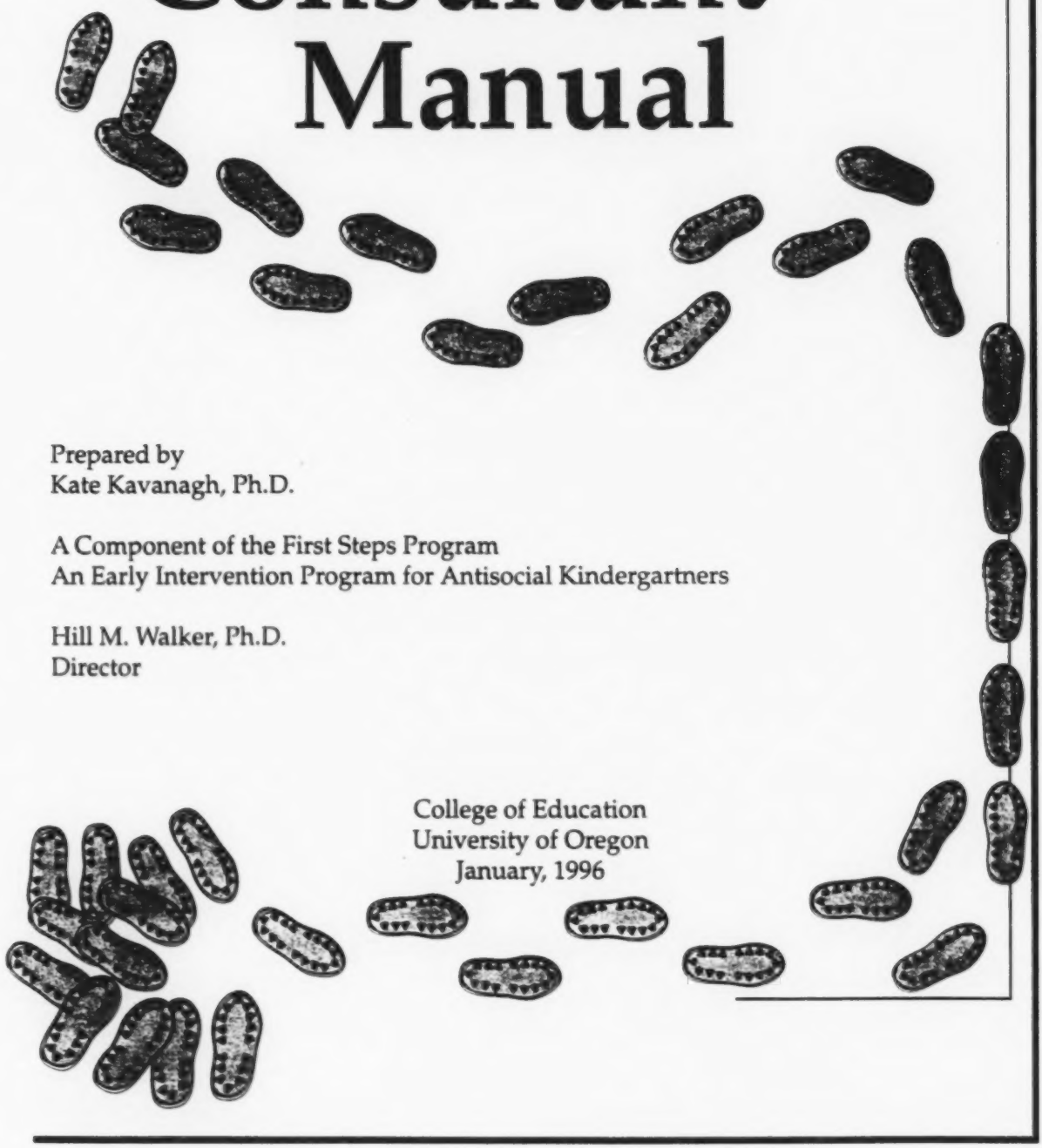
YOUR IDEAS

YOUR IDEAS

EC

First Steps Home Intervention Module:

Home Base Consultant Manual



Prepared by
Kate Kavanagh, Ph.D.

A Component of the First Steps Program
An Early Intervention Program for Antisocial Kindergartners

Hill M. Walker, Ph.D.
Director

College of Education
University of Oregon
January, 1996

CONSULTANT INFORMATION

Your role is to: explain the materials, anticipate and discuss difficulties and provide parents with encouragement and support.

A separate set of materials is provided for each of the six lessons.

- -Consultant information for assisting parents
- -Parent information sheet(s)
- -Parent Check-up(s) on the child's current skill level
- -Child Activity cards
- -Parent Help cards
- -Supplementary materials

CONSULTANT TO DO's:

1. Prior to each in-home meeting it's a good idea to confirm your appointment. Things can quickly "come up" in a family and an appointment can be forgotten. Make sure you are on time.

2. Review all of the lesson information including "check-ups"*, skill information, child activity cards and parent help cards**. Be prepared to discuss anything that might be unclear or raise questions when you aren't around.

3. Make sure you have all supplementary materials such as: timer, stickers, stars, deck of cards, colored pens, paper, etc.

4. Using the homeBase checklist for each lesson helps you cover the same things each time.

*"Check ups" help parents do their own family assessment and discover strengths and areas for improvement. If there are two parents make sure that you bring two self checks. This allows them to each do an assessment and also to compare their answers.

**Review each of the help cards to make sure there is no confusion. Given the child and the family situation certain activities may be more or less difficult. Review your cards and anticipate problems. You might want to direct parents away from or toward certain activities and have them hold out cards they don't feel ready to try.

***Activities include both structured practice of skills and provide ideas for more playful practice.

homeBase Checklist for: Lesson 1 2 3 4 5 6

Date_____ Consultant_____

Review last week's practice

Number of times family practiced

Provide support for efforts

Trouble shoot problems

Explain rationale for this week's lesson

Identify goals of lesson

Explain child skills

Explain parent helps

Review parent help cards

Review activity cards

Time spent on other issues, questions, concerns_____

Please specify generally what was discussed_____

_____

_____

Were parent(s) resistant to any aspects of the lesson? if so specify.

_____

_____

ADDITIONAL CONSULTANT TIPS

Offering perspective

Perspective is one of the most important things you have to bring to working parents. Pointing out a child's strengths as well as the parent's strengths keeps the perspective positive. By focusing on positives you have a solid base to work from. It also allows parents to more easily step back and watch you work with their child. They can learn skills without feeling the pressure of someone looking on.

Establishing a partnership

You should define your role as the family consultant with skills and advice about childrens success in school. The parents are the experts about their child and family. These two complementary roles establish the basis of a good cooperative relationship.

A positive connection

It's always good to begin work with a family by making a positive comment about the child. It should be specific and recent. "Mark did a really good job of paying attention in class on Wednesday," or "Susan always participates very well in circle time. She does a good job of waiting for her turn."

Making it the family's program

This is a program for the family. It's important from the beginning that parents make the program their own. This will ensure that they continue using it. In your presentation of each lesson you should find out what parents are already doing to help their child develop the skills. Check in frequently during the discussion about their reactions to the concepts. Example: "Do you agree that cooperation is a key skill for a child?"

Predict changes

Talk with the parents about the possibility that as things improve at school behaviors at home could temporarily get worse. This is a natural part of the change process for children. If parents can anticipate this they won't assume that changes mean the program isn't working or that their efforts have not been successful.

Having the child at the meetings

If you are meeting with the parent(s) in their home, it is likely that the child will be present. You may talk with the parents about having the child occupied elsewhere during certain parts of your visit or for certain lessons. This should be a collaborative decision between you and the parent(s).

The child's presence has advantages--

IF the child is present you have the opportunity to reinforce his/her positive behaviors and the parent(s) skills. You are also able to model the help skills with their child.

and disadvantages--

IF the child is very active, you may need to spend a lot of time dealing with the child's behavior. This may make your presentation of the information shorter or disjointed because of frequent interruptions.

Parents may have times when they are feeling frustrated or upset with their child. That's a time to suggest that the child be occupied in another room.

There may also be sensitive content areas that would be better discussed without the child present. For example, some children may have a hard time making friends.

Between meeting phone calls

You should establish a good time for both you and the parent to have a brief telephone check-in between meetings. There are three reasons for the call: 1) clarifying any confusing aspects of the lesson that weren't covered at your meeting, and ; 2) trouble shooting any difficulties in doing the practice activities, and; 3) support parent efforts.

WHAT IF'S

What should you do if the child acts up while you are there?

The child's parent(s) is the one who should deal with any problem behavior. If they ask for a suggestion, then see what you can do to assist them.

What if a parent says they don't have time to do this now; but are willing to have you explain the lesson(s)?

You need to respect their position. It's not hard to support what little time some parents have.

On the other hand--

Don't let them off the hook too quickly. Refer back to what parents have reported in using the program.

-They have noticed changes after a short time.
-They also report spending a lot less time in dealing with problem behaviors.
-The time they spend on the activities is fun.

Encourage them to try out one or two of the activities during the week so that you can follow up with any necessary clarification or fine tuning of any problems they might have had.

What if the parent has difficulty finding a time to meet?

This is a program for the parents. You need to try and encourage meetings and to be as flexible in your availability as possible. However, if it becomes clear that the parents aren't finding time to meet, it may mean they are not ready to try out the program. One strategy that has been used in the past is to suggest one or two meetings for general explanations and an overview of the program. This is not ideal; but the goal is to give information and materials they can use to help their child.

What if the parent is hardly ever available for the phone call?

Ask if they would like to continue having you try to call and if the calls are useful. If they want you to discontinue fine. If they want to continue, maybe a different time might work better.

What if the parent is negative about an aspect of the program?

It is likely that parents have tried a behavior chart or time out before. Acknowledge that it "didn't work" then ask if they are willing to consider this version of the idea. Encourage their participation by reminding them that tools need to be fine tuned so that they work for each family.

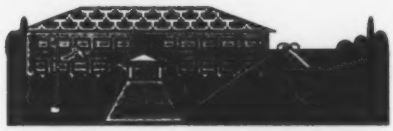
What if you disagree with something the parent is saying or doing?

Your job is to review the lesson and help the parent develop the child's skills and competencies. There are many ways to raise children. Your job is to explain skills and add to the parents existing abilities - NOT TO ARGUE ABOUT PARENTING BELIEFS OR PRACTICES.

**If something is really bothering you discuss it with several people you are working with through the school. This will give you other perspectives to work from.

LESSON #1

SHARING SCHOOL
CONSULTANT INFORMATION



For this lesson you should have:

- Parent(s) information sheets (p. 10 - 17)
- Parent(s) check ups 1 & 2 (P. 15 - 20)
- Parent(s) skill sheet for practice exercise (p.21 & 22)
- Help and activity cards
- Timer

In this meeting:

- Provide an overview of the six lessons
- Review general information sheets with parents
- Provide rational for importance of sharing information
- Explain check ups 1 & 2 (parents can fill out on their own for a self assessment)
- Review the child activity cards
- Talk through and demonstrate the parent help cards

(MESSAGE TO LEAVE) - INFORMATION GIVES PARENTS THE POWER TO HELP CHILDREN BE SUCCESSFUL IN SCHOOL

CHILD SKILL-

SHARING- giving information about daily school activities and social situations.

PARENT HELPS-

LISTENING- encouragement, attention, and summarizing helps children learn that parents are interested.

QUESTIONING- helps children think clearly.

WHY IT'S IMPORTANT: In your own words, provide a rational for the importance of daily school sharing. Parents need information to help their child be successful and capable at school. When a child goes to school, parents lose direct information about what's going on in their child's life for part of the day.

Talking about school helps a child practice giving information. It gives parents a picture of how their son or daughter is experiencing the school, the teacher, the other children and the things they are learning. It's the foundation for helping children be successful in school.

homeBASE

(In Parent Handbook)
In-home steps toward School Success
Kathryn Kavanagh, Ph.D., Oregon Social Learning Center

homeBase is the in-home component of First Steps. It is designed to complement the skills your child has been working on in the Class Program.

This is a brief child focused program designed for parents to use at home. It teaches parents' strategies for helping children practice skills that will improve school adjustment. The lessons are designed for daily home implementation and offer a fun learning experience for parents and children.

The content is presented during a series of short home visits over a six week period. Lessons include information and skill on: **listening, enjoyment of learning, following directions, getting alone with others, being self confident, and problem solving.** A consultant explains, demonstrates, and practices with the parent during home visits. The parent(s) are encouraged to practice skill building activities for 10-15 minutes as often as possible during the week. Parents are able to ask questions and receive additional suggestions and support during brief weekly follow up telephone calls from the consultant.

The program goals for:

Parents- learn the skill, provide daily practice, reward child practice.

Children- learn the skill, practice.

Teachers- know the skill, praise examples, give feedback to the parent.

Following the six week skill building program, we recommend that parents have the opportunity to meet in a group.

This allows them to discuss successes, trade ideas and plan strategies for problem areas. Groups can also focus on successes and difficulties in home-school collaboration.

homeBASE LESSONS

(In Parent Handbook)

The homeBase lessons cover six interrelated areas that promote school success. Children are likely to have good skills in some areas and not in others. It is still helpful to practice activities in each area since the skills are complementary and used together provide a solid foundation.

Week 1. "Sharing School"

Parents provide daily opportunities for discussion of school. Children practice ordering and sharing information in a variety of ways.

Week 2. "I appreciate your cooperation"

Children practice skills of cooperating with directions, taking turns, and spending time doing school related activities. Parents encourage following directions and getting along with others.

Week 3. "Remember the limits"

Children work at controlling their needs, following adult limits and developing self control. Parents stay involved and respond when limits are set and are not followed.

Week 4. "Let's figure it out"

Children learn ways of calming down when frustrated. Parents help children learn that there are many ways to solve one problem.

Week 5. "If you're nice to them, they'll be nice to you"

Children learn skills of friendship initiation and cooperative play. Parents help children rehearse ideas for improving peer relationships.

Week 6. "You're great and you can do it"

Parents learn simple things to do each day to improve children's self confidence in school. Parents provide opportunities for children to try out new activities and skills that will boost their self confidence.

PARENT INFORMATION

(In Parent Handbook)

Kindergarten presents a child with new adults, new rules, routines and expectations, and a whole new group of friends. Going to school and learning should be pleasant, make a child feel good, and put a smile on his or her face. Before this can happen a few basic skills need to be learned - listening and cooperating with the teacher, following school rules and getting along with other children.

Each family has its own routines and ways of doing things. However, schools and teachers usually require that all the students in a classroom behave similarly. Children grow and learn at different rates and some are more ready than others to make the changes school requires and/or adjust their wants and needs to the group.

Parents are childrens' primary teacher and most important resource in handling new challenges. When teachers at home and school work together to help a child develop the basic skills, amazing things can happen.

Welcome to homeBase, an in-home skill building program for families designed to follow the Class program at school. homeBase offers parents and children six steps toward good kindergarten adjustment. Success NOW helps a child with later school successes and believe it or not --long term successes in life.

Goals of homeBase:

-To increase childrens' school success skills

-To provide suggestions for daily practice of skills

-To support a strong partnership between parents and teachers

ANSWERS

(to some questions you may have)
(In Parent Handbook)

Why try the program? It's a common idea that children usually outgrow problem behaviors. It may be difficult to look at your child now and imagine that how he or she is adjusting to kindergarten can influence: future job opportunities, the friends they have or how they will eventually raise their children. However, twenty five years of research on children who have difficulties meeting the challenges of school has shown a strong relationship between learning to adjust to the rules, routines and requirements of school life and the ability to meet the rest of life's challenges.

What does the program and practice do? Both the Class program and homeBase offer a child attention for positive behaviors. Specifically, these lessons are designed to improve a child's cooperation, self control and feelings of self confidence. For a child who is experiencing problems, school can quickly become a place where: you are getting in trouble, other kids don't like you, and you don't seem to be having as much fun as the other kids. Parents and children working together can develop the skills to make learning and going to school a positive experience.

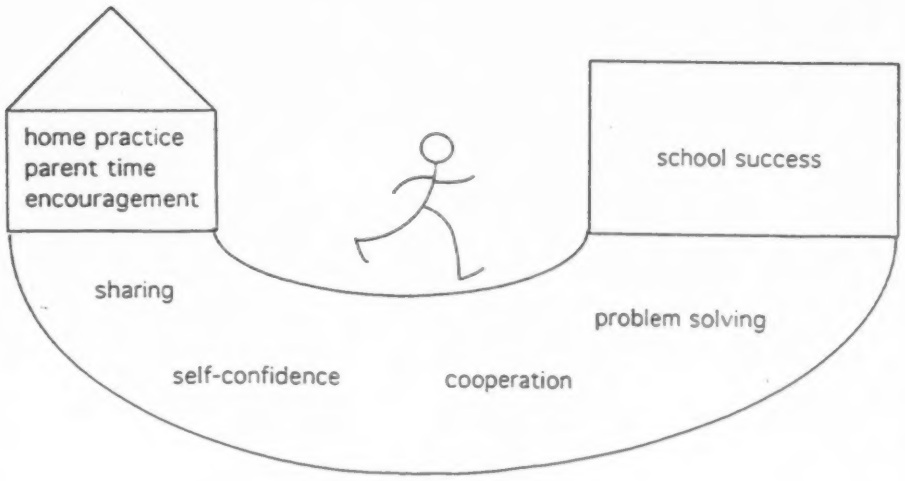
How much time will it take? There is a short weekly meting with a First Steps Consultant in your home for 6 weeks. Each lesson suggests brief practice activities to try out during the week with your child. The activities are designed to offer positive and fun ways to help you child improve school skills. Following the six week program, there is an opportunity for monthly parent meetings to facilitate continued practice of skills and to problem solve new challenges at kindergarten and at home.

How does it work? It works through your time and energy. We know that working at home on sharing, listening, cooperating and self control improves behavior at school. We provide well researched information and a set of activities that make learning the skills more fun and interesting. However, YOU will make the program work by using the information and ideas with your child.

What can I expect during consultant meetings? The consultant will come to your home to explain the child skill activities and your helping role. Any difficulties you anticipate will be discussed and a strategy worked out. The consultant's role is to help you step back a little to improve your effectiveness. We want to help you be successful and have fun helping your child.

The program contains six child skill building lessons, that when combined provide a strong foundation for school success. The lessons cover simple common sense ideas to help your child's school adjustment. These may be many of the things you are already doing or slight variations.

Each lesson presents skills for children to practice and ways for parents to help their child's learning and practicing. A set of suggested activities that are designed to promote learning through games and play accompanies each lesson. We are interested in making these ideas work in your family, so each meeting with the consultant offers discussion and practice in your home. Then, you have the opportunity to try these ideas out with your child. At the end of the six weeks all the materials are your. You then have the opportunity to continue practicing skills on your own.



WHAT IFs?

(In Parent Handbook)

My child doesn't want to do the activities?

Activities are designed to be fun. Most children on most days will want to try one of the activities. The important part of the activity is spending time with Mom and Dad, which is something kindergartners like more than anything else.

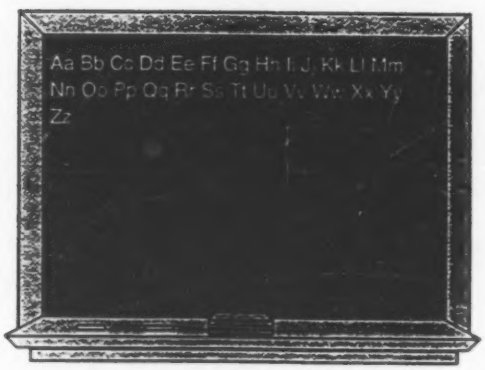
If your child chooses an activity but then doesn't want to do it then another card can be drawn. Try for only one substitution. If your child still doesn't want to do the activity then make another time to get together.

I don't feel like doing the activities?

If you're tired, busy or upset, it's not a good time to try to do something fun with your child. However, don't let too many days go by without practicing. A little effort on your part can have an amazing benefit at school.

The teacher tells me that my child is still needing to improve his or her skills at school?

Skill development takes a long time. Your efforts applied consistently WILL make a difference.



My partner and I don't agree about the need to do the homeBase activities.

Doing the homeBase activities is an important supplement to the Class work being done by your child and the teacher at school. If one of you will do these activities with your son or daughter for at least 10 minutes several times a week; the other parent can help by being supportive. This will maximize your child's chance of being successful.

I'm sharing parenting with a parent who does not live with me.

Research has shown that when children are trying to make changes at school it helps to have consistent information and support from both parents. If at all possible you both should participate in homeBase. Meetings can be conducted separately with each of you, if you prefer.

My child's behavior at home starts to get worse or becomes a problem.

It's very common that when changes are being made in one setting such as school, behaviors relax in other settings. Don't worry. It just requires a little extra effort on your part. This means heavy doses of encouragement for the positive and setting limits on the negative to help your child stay on track.

My child has attention or concentration problems.

The exercises are designed to be brief - usually no more than 5 minutes. Children with attention problems are usually able to concentrate for that long.

My child is on medication for his or her behavior.

Children on medication still need to practice good behavior. It's important that children feel they have control over their behavior and it's not just the medicine.

WHAT ABOUT YOU?

(In Parent Handbook)

The job of parenting is both rewarding and challenging. Some children are easier to raise at certain stages of development than others. It's not always the case that parents and children are perfect matches and there are definitely harder and easier days. Try to give your self a break. Don't be too hard on yourself if you don't do the job you expect on certain days. However, don't let more than a couple of those days pile up.

How can I know how to handle all of the things that come up?

You can't. When something puts you at a loss for what to do, don't jump right in but take a step back. Remember what you know about your child. What are his or her strengths? What has worked in the past? it might be time to ask a friend or relative who has parenting skills you admire for some advice. All parents do this.

I didn't have good parenting when I was growing up. I know what I don't want to do; but not what to do sometimes.

Your half way there. Read books, take classes, find a "parenting mentor," someone who you feel is doing a good job as a parent. The skills in this program are based on 25 years of research with thousands of parents. It's a solid foundation to work from.

What if sometimes the problem is more my mood or stress level than my child's behavior?

Many parenting difficulties can relate to a parent's stress or mood. Some common parent statements provide good evidence: "He wasn't making me made enough to set a limit." Or "I was too upset to have to deal with a child problem today." Have a self care routine for assessing your stress and mood a couple of times a day. Don't feel strange talking to yourself. Just say: How am I doing? On a scale of 1-7 what's my stress. What's my mood? Give it a word. If those ratings aren't too positive, then it's a risky time for you to teach or instruct your child. Effective and consistent parenting requires that you separate your mood from your child's behavior. If at all possible take time for yourself. Put off dealing with anything stressful with your child until your able to think clearly about what you're trying to teach

BE GOOD TO YOURSELF
YOU'RE THE BEST RESOURCE YOUR CHILD HAS

CHECK UP #1 - WHAT DO YOU KNOW?

(In Parent Handbook)

**Before your child started school you already had a lot of information about what would make school interesting or challenging. Take a minute and fill out the following brief check up.

What are your child's strengths (example- funny, kind, curious)?

_____

_____

What are your child's challenging areas (examples- hard time being still, difficulty doing what others want)?

_____

_____

Now circle the number that best describes your child's:

Activity level

always on the go		can be active and quiet		likes quiet activity
5	4	3	2	1

Ability to follow directions

very good		sometimes follows		has a hard time following directions
5	4	3	2	1

Ability to cooperate

very cooperative always follows parent rules		sometimes cooperates		hard time likes to make up own rules
5	4	3	2	1

Friendship patterns

spends most time with others		spends some time with others and some time alone		spends most of time alone
5		4	3	2 1

Children communicate in many ways.

How does your son or daughter give you information (check as many as apply)? See if your information matches up with the practice activities your son or daughter like most.

___talking
___telling a story
___showing you what happened
___drawing a picture
___through play
___doesn't really like to share much information

The questions you have just answered give you a picture of your child's strengths. Now check all the ways your child currently likes to learn.

How does he/she like to learn?

___to be shown
___to have you do it with him or her
___to watch you do it
___to do things first on their own and then be shown
___to ask a lot of questions

Working through the activities in homeBase may offer you and your child some ways of learning you haven't tried before.

CHECK UP #2 - ALL ABOUT KINDERGARTEN

In Parent Handbook)

In the beginning of kindergarten, children may be eager to tell you what's going on - explain their "work" for the day, show you their latest masterpiece or talk about some of the other kids.

After a while you may need to poke and prod to find out what they're up to. This is especially true if they are having problems or feeling insecure or worried.

***How may of these question can you answer?

1. What new skills and ideas did your child learn in the past month?

_____

_____

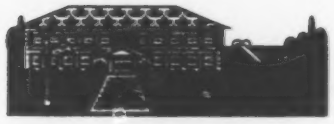
2. Did your child have a good time at school this week? _____
3. Who does your child like to play with?_____
4. What activity does he or she like the best?_____
5. Is anything scaring him or her about school?_____
6. Do you know the teacher's classroom rules?_____

*If you knew the answers to four or more you're doing a great job of being involved with your child's life at school.

**If you have a few holes in your information, provide daily opportunities to talk about school. Helping your child with sharing skills will help you find the answers.

***If you were unable to answer all of the questions, our activities can be added to what you are already doing. They will help you keep your information current.

PARENT(S) SKILL SHEET



SHARING SCHOOL

(In Parent Handbook)

For children to learn and understand, they need to be able to sit and listen and not be distracted. They also need to be able to give information about what they have learned. Knowing about your child's time at school enables you to share in what your son or daughter is learning. It also gives you a chance to help them with any problems. Children give information in many ways: talking, drawing, showing, and even teaching. This lesson provides practice for children in giving information and working without distraction for brief periods.

Goal: Establish a routine and offer practice for your child in giving information about school activities.

First, have your child focus on sharing something about school for a few minutes. Next, you can work on making the content clear. Sharing school will quickly become a routine.

CHILD SKILL-

SHARING - expressing information clearly and in a logical sequence.

PARENT HELPS-

LISTENING - helps your child learn that you are interested.
QUESTIONING - helps your child organize and think clearly.

DO	DON'T
Offer undivided attention.	Do this when you are upset.
Have a quiet place.	Do this when you're busy.
Make eye contact.	Interrupt.
Get comfortable.	Correct.

HAVE A REGULAR TIME

Have a regular time of day. This should fit your schedule or you won't keep it up. If you don't like to keep a schedule try to reconsider this idea. **Going to school is keeping a regular schedule.** If families have some regular events at home it makes moving between the two settings easier.

FIND A COMFORTABLE PLACE

A comfortable place helps both you and your child look forward to being together and doing the activities.

GET INVOLVED!!

Don't make your child your only source of information.

1. Know the teacher. Ask if you are able to drop in and observe how the teacher teaches. This will give you first hand information. Ask about expectations and rules. How will the teacher give you information about school. How can you be involved in school. This let's you see similarities and differences between home and school that your child is experiencing.

2. Go to school and observe. Children sometimes behave differently at home and school. You may see skills and strengths that you haven't seen at home. Observing gives you direct information about your child's activities and playmates. This also **tells your child that you are interested in their life at school.**

3. If getting to school is difficult, then use the telephone. You should feel comfortable calling. It's important to know how your child is doing in school. Set up a system of calling your child's teacher that works for both of you.

4. Talk to other parents about their experiences at school. Find out what kinds of things they are doing to help their children in school.

***The more you know the easier it is to help your child do well in school. It increases your ability to encourage positive school behaviors and correct problems. Regular school contact provides a foundation for later school years. It helps you stay on top of homework assignments and their getting done and returned to school.

LESSON #2

COOPERATION
CONSULTANT INFORMATION

For this lesson you should have:

- Parent(s) check ups 3 & 4 (p. 25 and 26)
- Parent(s) information and skill sheet (p. 27-29)
- Help and activity cards for lesson 2
- Stars
- Stickers

In this meeting:

- Explain the skill for this week
- Review practice activities for lesson l
- Provide rationale for importance of cooperation
- Work through check up 3
- Talk through the parent skill and information sheet
- Talk through and demonstrate parent help cards
- Review activity cards
- Talk about check up 4 and ask parent(s) to fill it out before starting a cooperation chart
- Talk through setting up a cooperation chart
- Problem solve any difficulties they anticipate to practicing
- Learn guideline for time-out.

(MESSAGE TO LEAVE) - BEING COOPERATIVE ALLOWS A CHILD OPPORTUNITIES AND AVOIDS PROBLEMS

CHILD SKILL

COOPERATION - Following parent requests and working cooperatively on tasks.

PARENT SKILLS-

REQUESTS - making them clear and specific.

ENCOURAGEMENT- used as a follow up to cooperation.

WHY IT'S IMPORTANT In your own words and in words that will translate into the parents' life, explain the importance of cooperation. **It is a key behavior that helps children avoid problems and be successful and happy in school and in the world.** Parents have different points of view about how "cooperative" they want a child to be. To have a cooperative child doesn't mean that they are bland or are not expressing their individuality. A cooperative child is one who can work with a group, consider the needs of others, listen to adults and learn from them.

CHECK UP #3

Cooperation is an important skill that will help a child improve their learning, getting along with other children, and doing what the teacher asks.

Cooperation helps in many aspects of a child's life.

TAKE A FEW MINUTES AND LIST ALL THE WAYS THAT COOPERATIVE BEHAVIOR HELPS A CHILD. As you work through this and the following lessons add to your list.

_____

_____

_____

_____

_____

_____

CHECK UP #4 - CALCULATING COOPERATION

Estimate the percentage of time (75%, 50%, 30%) your child cooperates. There are no right or wrong answers. Then check up on their cooperation for a day or two.

1. **When I ask my child to do something, he/she:**

   Does it immediately _____% of the time.

   Does it after I ask a second time _____% of the time.

   Acts as if he/she didn't hear me _____% of the time.

   Argues but does what I ask _____% of the time.

   Refuses _____% of the time.

2. **My child likes to help out.** _____Yes _____No

3. **My child completes tasks _____% of the time.**

4. **My child get along well with others:**

   Brothers/Sisters _____% of the time.

   Friends _____% of the time.

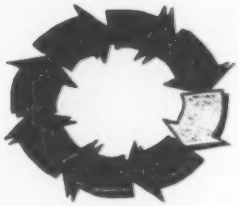
5. **My child's behavior at school is:**

1	2	3	4	5
Excellent	Above Average	Average	Below Average	Poor

If any of your answers were less than 70% that might be an opportunity for a cooperation chart.

PARENT(S) SKILL SHEET

COOPERATION



The ability to cooperate with others is central to a child's ability to listen, learn, and form good relationships. A cooperative child has unlimited opportunities and a minimum number of problems in school, at home, and with other children.

Goal: Provide activities that help your child improve his or her ability to cooperate the first time asked.

Practice that is more like a game helps children get into a routine. They don't think about whether they want to cooperate or not. They just do it.

CHILD SKILLS-

COOPERATION - learning to follow parent requests and work cooperatively on tasks.

PARENT HELPS-

REQUESTS - make them simple and specific.

ENCOURAGEMENT - follow your child's cooperation with positive attention.

DO	DON'T
Be close to the child.	Be in another room.
Make eye contact.	Yell.
Use a neutral tone.	Ask a question.
Make one request at a time.	Ask more than one thing.
Be specific.	Be vague.

WATCH YOUR TIMING

None of us like to be asked to do something, when we are in the middle of something else. At school there is usually one activity at a time, this is not always true at home.

STAY INVOLVED

After a request, stay involved to see if your child cooperates.

FOLLOW UP

If your child cooperate provide encouragement.

HOMEBASED COOPERATION

Try a cooperation chart for this week. This will give you and your child information about how often he or she is cooperating with your request. An average level of cooperation for children this age is 70%. If cooperation is less than 70% use a chart until you can push it up to that level.

Our definition of cooperation: **STARTING TO DO WHAT PARENT SAYS WITHIN 10 SECONDS AFTER FIRST REQUEST.**

Make a simple chart. It can cover a whole week, a day or two, or a couple of hours. Make the spaces large enough to make a check mark each time your child cooperates with one of your requests.

The form of the chart doesn't matter as long as everyone can see it. A fridge, a bulletin board, or a wall all work fine. Let your child see you mark each cooperation mark as you say specifically what they did. An example might be:

> "Thanks for starting to pick up your toys right away when I asked. That's a mark for your cooperation chart."

You can use colored marks, stars, stickers or anything else you can think of to recognize your child's cooperation.

Another idea when children are having a hard time learning cooperation, some parents have used large index cards. The child carries the card and the parent makes a mark for each cooperative behavior. After 5 marks the card can be exchanged for a sticker or a special 5-10 minute activity with Mom or Dad.

Children often like a hand in making **their chart**. A good thing to say to your child is:

> "I think you can do what I ask most of the time. But I'd like to do a little check up. Let's look at how cooperative you are for the new few days. We'll count up the number at the end of each day and see how big a score you can get."

It's good to ask your child how many times they think they will be able to cooperate. Make a game out of it. Write her or his guess down and see how close it comes. You can help your child by following the parent DO's of good request, also -

Make enough requests: so your child will have good practice.
Encourage: "Good job you picked up your toys when I asked."

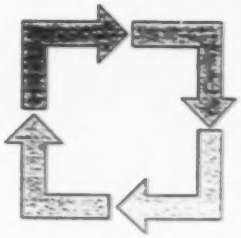
NAME_____ DAY_____

Minding = Star

10 stars = 10 minutes play with Mom & Dad

LESSON #3

STAYING WITHIN THE LIMITS
CONSULTANT INFORMATION



This session may run a little longer than an hour. You should check with parents prior to the meeting to see if they have a little extra time.

For this lesson you should have:

- Parent(s) skill and information sheets (p.32)
- Guidelines for time out (p.33)
- Help and activity cards
- Deck of cards

In this meeting:

- Review cooperation activities
- Provide rationale for importance of rule following
- Provide rationale for time out
- Review guidelines for time out
- Practice time out with parent(s)
- Discuss past or anticipated problems with time out
- Help parents generate privileges
- Talk through and demonstrate help cards
- Review child activity cards

(MESSAGE TO LEAVE) - TEACHING CHILDREN TO FOLLOW LIMITS AT HOME LEADS TO SELF CONTROL AND ACCEPTING LIMITS AT SCHOOL

CHILD SKILLS-

FOLLOWING LIMITS - doing what the parent asks.
SELF CONTROL - stopping activities or ideas for others.

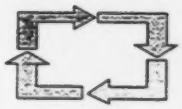
PARENT HELPS-

NEUTRAL TONE - eliminating negative emotion from limit setting.
TIME OUT - removing the child from social activity following noncompliance.
ENCOURAGEMENT - following compliance with positive attention.

WHY IT'S IMPORTANT: Using words that fit the parents' frame of reference, provide a rationale for the importance of children following adult rules and limits. Parents' limits keep children safe until they are able to keep themselves safe. It is common for children who are having difficulties adjusting to school to have a problem with rules. In fact, they typically prefer to make up their own rules. If a child gets into a habit of trying to make others follow their rules then school becomes a place for getting around rules instead of learning.

**Ask parents if they use or are familiar with time out. If so set the explanation up as a refresher. The main points are: it's brief, mild, can be used often, and teaches children to take themselves out of social situations when they are having a hard time.

PARENT(S) SKILL SHEET



STAYING WITHIN THE LIMITS

Children who don't follow limits feel out of control. Teaching them to stay within your limits at home helps them use self-control at home and at school. You can help them practice with small steps and a lot of encouragement. Most children like to do what makes them feel good. Accepting limits is difficult. We recommend the use of time out for children who have trouble following limits. Not learning self control will create a life-time of problems. This lesson offers some child self-control activities. Guidelines for using time out when children don't follow limits are also provided.

Goal: Help your child practice feeling in control of his/her behavior. Use time out as a consistent method of following up when your child doesn't follow your limits.

CHILD SKILL-

FOLLOWING LIMITS - doing what parent asks.
SELF CONTROL - stopping activities or ideas for someone else.

PARENT HELPS-

NEUTRAL TONE - setting limits without an angry tone helps you and your child be calm.
INVOLVEMENT - after you make a request stay close by to see if your child follows your limits.
TIME OUT - briefly remove your child from social activities if limits aren't followed.
ENCOURAGEMENT - give positive attention when limits are followed.

DO	DON'T
Make simple specific requests.	Wait until you are upset.
Use a neutral tone of voice.	Yell.
Provide a consequence.	Threaten.
Act immediately.	React.

Remember the **3 to 1 rule** for teaching cooperation and self-control, 1 correction = 3 praises, this keep things in balance.

PRAISE
PRAISE
PRAISE CORRECTION

GUIDELINES FOR TIME OUT

Teaching your child to follow your limits at home will help him or her follow limits in other settings. Sometimes this takes a lot of your energy and it's easier to "let the behavior go this time." If parents are inconsistent, then children's misbehavior gets to be more of a habit. Another common parent statement is: "It didn't bother me **that** much, so I let it go." Then follow through only happens if you are upset. This sets up an emotional reaction rather than a thoughtful action. Try using time out each time your child doesn't follow the limit that you set. It's consistent with what is done at school and is designed to be used as often as necessary.

Time Out = 5 minutes in a quiet place with no social activities.

1. Select a place that is removed from activity and boring.
2. Prepare the place by taking out anything your child would enjoy or that is harmful.
3. Explain the time out process to your child.
4. Practice time out with your child before you use it.
5. **Stay calm and use a neutral tone of voice.**
6. Tell you child the specific behavior that earned time out. (e.g. "You didn't stop fighting with your brother when I asked.")
7. Set the timer for five minutes.
8. Don't talk to your child in time out.
9. When time out is over it's over. Apologies aren't necessary.
10. USE time out. Don't threaten it.

If your child refuses time out

1. Stay calm.
2. Repeat your request.
3. For each refusal or "ignore" add a minute. ("that's 6 minutes")
4. Add no more than 5 additional minutes.
5. IF your child refuses when 10 minutes are earned, then remove a privilege.*

*Make a list of privileges that you can remove when time out is refused. This avoids trying to think at a difficult time. Privileges should be taken away immediately. 1 to 2 hours is easiest for you to follow through on and for your child to feel the loss.

LESSON #4

FIGURING OUT PROBLEMS
CONSULTANT INFORMATION

For this lesson you should have:

- Parent(s) information and skill sheets (p. 36)
- Help and activity cards
- Parent(s) check up 5 (p.37)
- Parent(s) problem solving styles

In this meeting:

- Review child cooperation
- Review time out practice
- Trouble shoot difficulties with time out
- Review problem solving skill sheet
- Talk through and demonstrate the parent help cards
- Review activity cards

(MESSAGE TO LEAVE) - CHILDREN WHO SEE PROBLEMS AS OPPORTUNITIES RATHER THAN OBSTACLES FEEL CAPABLE

CHILD SKILLS-

BEING CALM - learning ways to calm down before trying to work on a problem.

BRAINSTORMING - practicing coming up with several ideas and methods to solve problems.

PARENT HELPS-

GUIDE - when the child is upset lead them first to a calming activity before problem solving.

MAKE IT POSITIVE - help turn a problem into a goal to work toward.

BREAK IT DOWN - offer a place to start working.

PROMPT - ask questions that lead to ideas.

WHY IT'S IMPORTANT: Using words that fit with the family, provide a rational for the importance of problem solving skills. Children who are having difficulty cooperating and controlling their behavior can easily see everything they encounter as one more obstacle. Simple things like learning a new game or not being able to play with a friend can seem like huge problems. If parents can help children find a place to start, children can see the possibility of a solution. For example, when a child is having a hard time building something you could start by making the base stronger, this gives the child a plan to begin. "Haven't you figured out how to put that together yet?" or "What's wrong?" Can't you figure that out?" Don't offer a starting place.

PARENT(S) SKILL SHEET

FIGURING OUT PROBLEMS

A child who learns how to see everyday problems as opportunities to use their thinking skills rather than as obstacles, feels capable rather than frustrated. Problems come in many shapes and sizes for young children. It can be a friend who doesn't want to play at recess, a puzzle that won't go together, a teacher who didn't have enough time. **Solving problems requires thinking.** When young children are in a hurry or frustrated, they are emotional. The first step in working on a problem is to **be calm.** The next step is to be able to see possibilities. Helping your child with these skills at home helps them deal with the many daily problems they face at school.

Goal: Work with your child to practice some special calming down tricks. Taking a few breaths, counting slowly and silently, leaving the task for a few minutes are all possibilities. Provide daily opportunities to talk about his or her problems and practice "figuring out" skills using your activity cards.

CHILD SKILLS-

BEING CALM - learning ways to calm down before acting and trying to work on a problem.

BRAINSTORMING - practice thinking of different ways to work on problems.

PARENT HELPS-

GUIDE - if your child is upset or frustrated suggest a calming down activity before problem solving.

BE POSITIVE - help turn the problem into a positive goal to achieve.

BREAK IT DOWN - break big problems into several smaller problems and suggest a place to start working.

PROMPT - ask questions that lead to ideas.

DO	DON'T
Offer opportunities to talk.	Do this when you're rushed.
Assess your child's frustration.	Do this if you are frustrated.
Help your child think of ideas.	Offer all the ideas.
	Correct your child's ideas.

Additional helps:

Ask if they want some help thinking of ideas?
Ask what they have tried to do?

CHECK UP #5 - HOW DO WE SOLVE PROBLEMS?

First, think about the last problem your child tried to solve. What was it?

_____

How did he or she try to solve the problem?_____

_____

Was his or her approach comfortable for you or would you have liked them to work on the problem differently?

_____

If you helped, what did you do?_____

_____

What was the outcome?_____

Now list three words that describes your child's approach to problems:

_____ _____ _____

These words offer a blueprint for helping your child with problems.

Now list three words that describes your own approach to problems:

_____ _____ _____

How do the two lists match up? For example, if a child is energetic, impulsive and independent and the parent is slow, careful and patient, that parent will need to modify his/her style to problem solve with their child.

Know yourself and your child. Build on your similarities and work around the differences. You are the best teacher your child has. Start with small steps and help your child develop strategies to use at school and home that build on his or her strengths.

LESSON #5

BEING FRIENDS
CONSULTANT INFORMATION

For this lesson you should have:

- Parent(s) information and skill sheets (p.40)
- Parent(s) check up 6 "Child skills with peers" (p.41)
- Parent(s) check up 7 "How am I involved" (p.42)
- Help and activity cards

In this meeting:

- Review problem solving practice
- Provide rational for friendship skills
- Work through parent self checks
- Discuss relationship to previous lessons
- Talk through and demonstrate parent help cards
- Review activity cards

(MESSAGE TO LEAVE) - LEARNING FRIENDSHIP SKILLS NOW PROVIDES A BASE FOR FRIENDSHIPS THROUGHOUT LIFE

CHILD SKILLS-

INITIATION - skills for entering into play.
VIEWING - thinking of the interests of others.

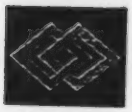
PARENT HELPS-

ACCEPT - the child's feelings about other children.
RESTATE - the specifics of what the child says. This shows listening and clarifies all sides.
PLAY - gives a good perspective on play skills.
ACT IT OUT - "role play" the child's ideas with him or her. This demonstrates to the child how the ideas might work and allows them to experience the perspective of other children.

WHY IT'S IMPORTANT: The skills of cooperation, self control and figuring out problems that parents have been developing in the other lessons are all part of good peer relationships. In your own words that fit with the child's skills discuss the importance of practicing friendship skills at home. Peer relations is the area of a child's life in which parent feel they have the last influence. Particularly as children get older and have problems with peers, parents can feel at a real loss. Involvement in peer relationships early in a child's development provides opportunities for parents to help children practice friendship skills.

(PARENT(S) SKILL SHEET

BEING FRIENDS



One thing that going to school brings is lots of other children from families who may be very similar or very different from your own. All parents want their children to have friends and be liked by others. For this to happen your child has to learn skills for getting along with other children. Children who always want their own way or who are mean or aggressive can quickly be rejected by other children. The friendship skills children develop in kindergarten can be the beginning of many opportunities to play, share ideas and have adventures. Without good skills it can be the start of a long history of not getting along and feeling on the outside with other children. When children are young, parents have a unique opportunity to help with peer relationships that is much harder to do as children get older.

Goal: Play with your child regularly to develop play and cooperation skills. Help them develop strategies for others' problems through the activity cards. Then use those skills to act out problems he or she may have with other children and give them a positive ending.

CHILD SKILLS-

INITIATION - develop skills in asking children if they want to play.
VIEWING - learn to see problems from other points of view.

PARENT HELPS-

ACCEPT - your child's feelings about other children.
RESTATE - the specifics of what your child says. This shows that you are listening and helps clarify the problem.
PLAY - give your child regular practice at game playing and don't accept behavior from them that friends wouldn't.
ACT IT OUT - "role play" your child's ideas with him or her. This provides an opportunity to see how the ideas might work and provides the perspective of other children.

DO	DON'T
Allow feelings.	Criticize.
Offer other children's perspective.	Lecture.
Turn the problem into a positive goal.	

Additional helps

Talk to your child each day about their play and class experiences with other children. Don't worry about having the right answers. There are many right answers. Your goal is to provide an opportunity for your child to think about and practice good peer relationship skills.

CHECK UP #6 - MY CHILD'S SKILLS WITH PEERS

Children differ a great deal in the number of friends they have. Does your child have:

_____Many friends _____A few friends _____One or two friends

Being friends includes several skills. Please indicate the number on each scale that best describes your child's skills with his or her friends. Going through these questions will identify strengths and areas that you and your child can focus on improving.

1. For my child, making friends is.....

1	2	3	4
Easy			Difficult

2. Around peers, my child is.....

1	2	3	4
Outgoing			Shy

3. My child.....

1	2	3	4
Cooperates well with others			Has difficulty cooperating with peers

4. My child loses his/her temper with peers.....

1	2	3	4
Never			Often

5. When playing games, my child follows the rules.....

1	2	3	4
Most of the time			Hardly ever

6. My child has difficulty entering a group or a new activity.....

1	2	3	4
Never			Most of the time

CHECK UP #7 - HOW AM I INVOLVED?

The more you do the more you'll know about your child's friendship skills. Listed below are some typical ways parents are involved in their child's peer relations. Please check all the things you do.

_____ I play games with my child and his/her friends.
_____ I spend time talking with my child about his/her friends.
_____ I preplan activities before my child has a friend over.
_____ I provide transportation to activities and friends' homes.
_____ I observe my child in social situations at school.

Other:

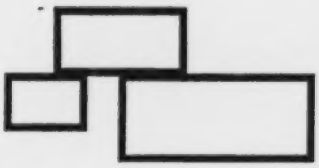
_____

_____

_____

LESSON #6

CONFIDENCE BUILDING CONSULTANT INFORMATION



For this lesson you should have:

- Parent(s) information and skill sheets (p.45)
- Parent(s) check up 8 "Messages" (p.46)
- Parent(s) check up 9 "Encouragement Profile" (p. 47 and 48)
- Help and activity cards
- Blank cards from each section
- Stickers

In this meeting:

- Review friendship skills practice
- Trouble shoot any questions or problems with lessons 1-5
- Provide a rationale for daily confidence building
- Review confidence building information
- Review check ups and encourage filling out later
- Summarize critical skills from First Steps
- Review activity cards
- Talk through and demonstrate parent help cards
- Provide encouragement for parent(s) efforts
- Review parent and child strengths

(MESSAGE TO LEAVE) - SELF CONFIDENCE DEVELOPED AT HOME PROVIDES A FOUNDATION FOR SCHOOL SUCCESS

CHILD SKILLS-

ACCEPTING - being comfortable receiving compliments and praise.
TRYING OUT - testing out new skills and ideas.

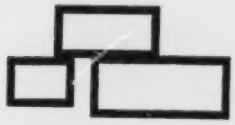
PARENT HELPS-

ATTENTION - noticing and commenting on the child's positive qualities, efforts, and accomplishments.
OFFERING OPPORTUNITIES - asking for childrens' ideas and help.

WHY IT'S IMPORTANT: In your own words and in words that fit this family, discuss the importance and difficulties of confidence building with children who are having problems. We build our lives on the messages that parents or special adults give us as we are growing up. When children are experiencing problems in learning or getting along in school, they are usually not feeling very good about themselves. Parents can help by pointing out the good ideas and the positive behaviors of their child. Realistically it's harder to be positive with a child who is going through a tough period. Discouraged children are hard to praise and compliment and may resist parents' efforts. Practice can make it a daily routine. It may take time to figure out a way that's comfortable for both parent and child.

PARENT(S) SKILL SHEET)

CONFIDENCE BUILDING



Just as you have done, your child is building his or her life on adults messages. When children are experiencing problems with learning or getting along in school, they are usually receiving a lot of negative messages. They don't feel very good about themselves. Parents can help by pointing out the good ideas and the positive behaviors of their child. Realistically, it's harder to be positive with a child who is going through a tough period. Also, discouraged children are hard to praise and compliment. They may resist your efforts. Don't give up. It may take time to figure out a way that you can encourage your child that's comfortable for both of you. But, don't try too hard and end up being positive about behaviors that are really problems.

Your daily attention for positive behavior can help your child through difficult times at school and with friends.

Goal: To provide daily confidence building messages to your child.

CHILD SKILL-

ACCEPTING - being comfortable receiving compliments and praise.
TRYING OUT - practicing new skills and ideas.

PARENT HELPS-

OFFER OPPORTUNITIES - ask for your child's ideas and allow them to try out their ideas.
ATTENTION - notice and comment on your child's positive qualities, efforts and accomplishments.

DO	DON'T
Look for daily positive behavior.	Compare child to another.
Offer opportunities to try new skills.	Use sarcasm with praise.
Make time for your child.	Take over child activities.

homeBase Confidence Building

Spend time each day noticing your child's efforts. Efforts are steps on the path to success with tasks and personal responsibilities. Offer ways they can help you. Provide opportunities and encourage your child trying out their ideas and new activities. Your positive attention sets up a good homeBase for school success.

CHECK UP #8 - MESSAGES

Messages from the past

Parents' messages build childrens' beliefs about who they are and what they can do in life. Take a minute and close your eyes..... Think about the messages your parents gave you about yourself as you were growing up. Now write down a few of them.

_____

_____

_____

_____

How many of these messages still influence how you think about yourself and your level of self-confidence? How many were positive? If there are certain qualities that you would like to see your child develop as an adult such as: competency, care for others, respect for the environment; then this is the time to start building their self confidence and developing those qualities.

Expectations for the future

Your future expectations for your child offer a blueprint for your parenting now. If you want your child to enjoy life and learning, and have a positive cooperative attitude, then deliver daily positive messages.

Messages to grow on

Now take a minute and close your eyes again..... Think of the positive messages you do or would like to offer your child each day. Now write down a few of them.

_____

_____

_____

CHECK UP #9 - ENCOURAGEMENT PROFILE

Encouragement at home provides a supportive base for a child. If encouragement comes easily that's an asset to build on. If you didn't grow up with a lot of encouragement or it doesn't come easily, set yourself a small goal for improvement.

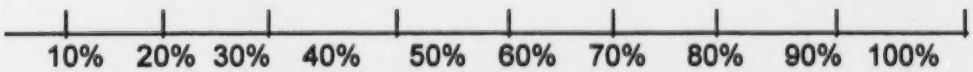
1. Write three encouraging statements you might say to your child.

_____

_____

_____

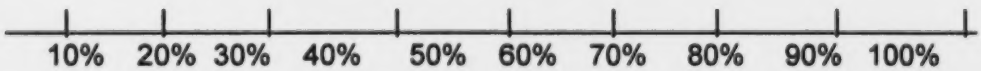
2. How much was encouragement a part of your upbringing (circle the appropriate percent)?



3. Check the methods of encouragement used in your parents' home.

___Participation in your activities
___Physical touch (hug, pat on back)
___Occasional small rewards
___Nothing special most of the time
___Compliments
___Allowance
___Special treat
___Other

4. How much is encouragement a part of your parenting?



5. What type of encouragement do you use with your children?

___Participation in your activities
___Physical touch (hug, pat on back)
___Occasional small rewards
___Nothing special most of the time
___Compliments
___Allowance
___Special treat
___Other

6. Sometimes it is difficult for me to be encouraging because:

SELF-CHECK! - POSITIVE BEHAVIORS

(In Parent Handbook)

Date:_____ MOM/DAD

Think about some of the positive things your child did in the last few days. For example, did he/she play quietly, get dressed on his/her own, comply with a request right away, or try to help with a chore? Use the lines below to list some of the positive things your child did and your responses.

The goal is to make a response when you notice positive behavior, this teaches your child that it's positives that get attention.

If the page gets full make your own and keep adding positive behaviors.

CHILD'S POSITIVES	YOUR RESPONSE

SELF-CHECK! - POSITIVE QUALITIES & EFFORTS

(In Parent Handbook)

Date:_____ MOM/DAD

Think bout your child's positive qualities and efforts they made in the past couple of days. For example, did he/she try to help with a chore, do something nice for a brother or sister, try out a new skill?

Some positive qualities you might have noticed are kindness, humor, helpfulness. Use the lines below to make a list of your child's positive qualities and efforts and your response. Add to the list each day. It's nice to look at.

If the page gets full make your own and keep adding positive behaviors.

CHILD'S POSITIVES	YOUR RESPONSE

Myths about encouragement....

Children know they're appreciated without being told. That may be true, just as you know you are appreciated by your friends and family, but it feels good to actually hear the words now and then.

Interrupting good behavior to give praise will stop it. Try it. Your child may stop sometimes, but most often he or she will continue the good behavior and feel pleased that you took the time to notice. Remember, you get what you give. If you want good behavior, notice and encourage it.

You don't receive rewards and praise very often in the real world. True, so create a place where that does happen. Make home a place where children receive encouragement for their efforts and can feel good about themselves.

Nobody told me I was doing a good job all the time, and I turned out okay. Again, this is probably true, but wouldn't life have seemed a little brighter if you had received more praise and support?

If I give children encouragement all the time, it won't be special or they won't believe it. You just need to vary the way you deliver the message. Put yourself in your child's shoes. Could you be told too many times that you have done something nice or that you are a good person.

Giving too much praise to children makes them self-centered. On the contrary, it allows those good feelings to spill over to others. To be positive and caring toward others, you need to have a constant reserve of these feelings. Life can go on without positive messages, but it feels a lot better with a daily does of confidence building.

RX... Prescription for Success

Administer the following
3 times per day:

You Can Do It!
You Have Good Ideas!

You're Important!

KEEP IT GOING

(In Parent Handbook)

homeBase is designed for each family's personal use.

You have been given a set of cards and some supplementary materials to assist you with the activities. You have also been given blank cards. We encourage you to pull out cards that don't fit for your child. Write on the blank cards and make some of your own that include your favorite activities for helping your child with school success.

To keep yours and your child's interest up, pull out some of the cards for a couple of months. Then reintroduce them. They'll be brand new again.

Try to commit to at least one night a week that can include 10-15 minutes of homeBase activities. When things at school seem to be going well you may want to stop your activities at home. **It's often the case that when the routines stop, behaviors can slip back.** This may sound funny but it's kind of like teeth brushing. You can't just brush when a child is five and expect teeth to be healthy for the next 10 years.